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ABSTRACT

This interim report, covering the period of September 1970 to June 1971, describes a program conducted for elementary, junior high, and senior high grades. The elementary program was designed to help students develop an understanding of occupational competence. The prevention of dropouts and individualizing instruction were concerns of the junior high program. For senior high students, dropout prevention, re-enlistment of prior dropouts, and providing occupational experience and information were the major concerns. Two of the centers made arrangements for senior high students to gain work experience, with pay, as teacher's aides during a part of the school day. Two of the junior highs showed positive results during the first year through a close relationship between teacher and students, and it was decided to curtail expenditures in the elementary area for the 1971-72 year. An expansion of the junior and senior high programs is planned. (GEB)

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Interim Report

Project No. 0-361-0056
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Diversified Satellite Occupations Program

Examplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 30, 1971

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SUMMARY

TIME PERIOD COVERED

The period covered in this report is September 1970 to June 1971.

GOALS AND OBJECTIVES

On the elementary level, the thrust was two-fold: each child to receive orientation and develop an understanding of occupational competence and secondly, that provisions be made to identify sixth graders who are potential dropouts.

At the junior high level, our concern was in preventing dropout and in individualizing instruction to the student in order to build self-esteem and self-concept.

At the high school, the objectives were: to prevent dropout; to re-enroll prior dropouts and to provide meaningful occupational experience and information. Of great importance was the goal of changing the concept of themselves as "losers" to dynamic growth patterns.

PROCEDURES

Elementary

On the elementary level, three part-time teachers were assigned to formulate units of instruction to tell children what one does in grownup occupations. Analyses were made of what needed to be defined and described to make it meaningful to the child.

Junior High

Six junior highs were involved, with three teachers serving two each. A screening committee was established--the principal, school staff, and the DSOP teacher. Children, who had been chronically truant were put into the program at best--one at a time. The students spent 3/7 of a day with the DSOP program and the remainder of the day in "regular" classes. A looser structure with emphasis on the student making gains in sense of personal worth, trust, progress in academics was used.

A diversity of activities was planned; field trips to places of their choice, game playing, group counseling, and individual concern. The basic procedure was the use of a more informal, less structured classroom.

High School

Students, referred to district counselors for screening, were:

a. Prior dropouts
b. Poor attenders
c. Desired to enter program.

Counselors sent students to Centers where an individually designed interview was conducted.

The Eastern Center taught students for 4/7's of a day and then contacted all the elementary schools to determine need for teachers aides. The students were interviewed for jobs and placed where they received money (maximum of 20 hours per week), credit (maximum of 1.0 credits per hour per 180 days), and training in aide tasks--careful accounting was kept.

The Central Center used a behavior modification approach, using the 4/7's of a day for academics and the remainder for work experience. Many of their students were from the minorities--particularly the poor white population and getting and holding a job was of primary importance. The behavior modification procedure produced immediate success on a short range base while building a ground work for long-range goals. Their jobs for money and credit were largely in print shop and media fields.

The Western Center focused on vocational training and attempted a "small structured school approach." The students were in classes either in the morning or afternoon and some were employed "outside" the district. The others served as teachers' aides within the District.

RESULTS - ACCOMPLISHMENTS

Elementary

On the elementary level the results were the production of the occupational unit on law enforcement as a job. This unit outlined various approaches to be used in making this work meaningful.

Junior High

In the two junior highs which operated under a close relationship between teacher and students, with individualized instruction, the students remained in school until the end of the year. The third junior high--due to a staffing problem--never really showed positive results in its first year. It was temporarily closed--until a reassignment of staff could be made. (This was accomplished successfully in September of 1971.)

High School

Always being cognizant of the hard core dropout with

whom the senior high school centers worked, the dropout rate from the Centers is low. Of 191 students, 119 were actively enrolled; 8 graduated from their area high schools; and 27 transferred back into their high schools. Thus a total of just 37 dropped out. See Table 1.

Table 1

SUMMARY OF DROPOUT PREVENTION--CAREER DEVELOPMENT

Center	Registered	Study/ Work	Graduates	Transferred	Dropout
Eastern	96	66	7	9	14
Central	48	30	1	7	10
Western	47	23	0	11	13
Total	191	119	8	27	37

The gain in achievement scores--in two of the three centers is significant and is reflective of changes in skills and attitudes.

Attendance was also increased when the DSOP students' record for the current year was compared with their prior year's attendance record. See Table 2.

The students' eagerness to become identified with something positive was a real gain. Use of drugs to the extent of interference with growth patterns decreased with those who had been misusing them.

CONCLUSIONS AND RECOMMENDATIONS

Following a conference with the Regional Office, Dr. John Reed Call, who was then Program Director, acted upon their recommendation, that further expenditures in the elementary area be curtailed. The funds should be used for hiring a counselor to provide back-up services to the staffs and psychologist. This change will be effected for the 1971-72 year.

In the junior high area, as mentioned, one teacher needs a replacement and the program started again in the Fall

of 1971. We have an excellent candidate available who is currently on the staff of the same junior high.

TABLE 2

ATTENDANCE PATTERN--SENIOR HIGH SCHOOL DSOP STUDENTS

Center	Percentage of Attendance 1969-70	Percentage of Attendance 1970-71	Percentage Difference in Attendance (1970-71 minus 1969-70)
Eastern	81.83	88.85	7.02
Central	61.40	71.65	10.25
Western	68.39	78.91	10.52
Total	74.01	82.88	8.87

Also, the physical problem of teaching three classes--driving to a second school and teaching three more classes was far too demanding. We are recommending that the DSOP teachers remain in one school and teach a morning and an afternoon section of the program.

On the senior high level, we are proud of their accomplishments. The holding power of this type of a learning program was evident. Next year, more job opportunities as teacher aides will open up--as their usefulness this past year has created a favorable climate.

The services of a counselor are needed for the additional demands made on the psychometrist--in the testing and evaluative program. Further contacts into service agencies for additional volunteer help is desirable. Also, next year, we would like to have selected student teachers assigned to us for training from the surrounding universities.

PROBLEM AREA

For the most part, the young people in the Granite School District for whom the Diversified Satellite Occupations Program activities are intended are those identified as being dropout prone and not those presently enrolled in vocational courses or those who are college-bound. In some instances the lack of adequate vocational guidance programs in the secondray schools has contributed to the complexities of the dropout problem. In others the lack of appropriate vocationally oriented programs has been the contributor. In still others, the environmental influences of family, social conditions and "school" conditions have compounded the problems.

In 1900 only 6.4 percent of the U.S. population graduated from high school; whereas in 1962, 65 percent of the population were graduating from high school.[1] Yet even with the marked improvement made over the years in the percentage of our population completing high school, approximately one-third of our society still do not get at least a high school education.[2] The Education Policies Commission of the National Education Association has given full acceptance to the philosophy that if the community and nation are to be strengthened to the maximum, all sons and daughters must be appropriately educated by the secondary school.[3]

It is vital that an adequate "occupational outlook" program be provided in earlier years of schooling. Research confirms the contention that it is important that each elementary age child receive an orientation and develop an understanding as to how adults achieve productive stations in society. ". . . children begin to drop out of school long before they reach the secondary level of education. Attention should be paid to the earlier levels of education, for the roots of the problem are often found at these educational

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[1]Paul Woodring, "Dropouts," Saturday Review, XLVI (February 16, 1963), 59-60.

[2]R. R. Ribicoff, "Plain Words from Mr. Ribicoff on Dropouts," School Life, XLIV (November, 1961), 4.

[3]Lucius F. Cervantes, The Dropout: Causes and Cures (Ann Arbor: University of Michigan Press, 1966.

levels."[4]

The Granite School District is a relatively poor district financially when compared with neighboring districts in Utah as well as across the nation. The Granite School District is able to provide a program for its children based on $499 per child whereas the Utah average is $534 per child and the NEA estimate of average expenditure per child nationwide for 1968-69 was approximately $680.[5] This restricted financial status of the Granite School District prevented more vigorous programs in vocational guidance, occupational instruction and job placement for the young people of the district. The net result of this has been the creation of large numbers of potential dropouts from school or actual dropouts.

The Diversified Satellite Occupations Program reported on herein was not intended to aid all students in the Granite School District. It was directed specifically to help those students who were deemed to be dropout prone. The project was divided into four closely interrelated emphases: (1) Occupational Guidance, (2) Work Experience, (3) Bilingual-Bicultural Students, and (4) Handicapped Students.

PROJECT OBJECTIVES

The general objective of the Diversified Satellite Occupations Program is that of enhancing the opportunities for purposeful employment of those youth in the schools of the district who, for any one of a number of reasons, might be categorized as a potential dropout, an actual dropout, or a person in need of specialized vocational educational experiences through the inclusion of these youth in portions of a network of specially designed programs or activities.

More specifically the objectives of each of the four emphases listed above are as follows:

Occupational Guidance

Occupational guidance was one emphasis of the program related to building a closer working relationship between the school district and the State Department of Employment Security, while at the same time enhancing and broadening occupational aspirations and opportunities for youth through upgrading existing vocational guidance activities. Special emphasis was on programs designed to aid those students who were categorized as likely dropouts for any number of reasons.

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[4]Dropout Prevention Program, Title VIII ESEA of 1965. Draft: A Manual of Procedures for Preparation and Submission of Preliminary Proposals, p. 1.

[5]Utah State Board of Education.

Specific objectives of the Diversified Satellite Occupations Program relating to occupational guidance are:

1. Identify elementary and secondary students who were being inadequately served by the traditional school system and introduce alternative educational opportunities.

2. Effect an increase in the percent of students completing high school and a decrease in the number of students dropping out of school particularly for reasons of academic failure, dislike of school, or because of limited finances. (a) Identify high school students who have dropped out of school, those who are potential dropouts because of poor attendance, failure in school, or limitation because of finances, or those handicapped students who were not being served in special classes; (b) Test and counsel those students to ascertain their attitudes, interests and capabilities in relation to success in school placement in an entry level job.

3. Provide a continuous program of guidance related to student problems.

4. Follow each student's progress on the job or in specific training programs for a period of two years.

5. Increase the counselors' knowledge and utilization of assessment techniques where vocational aptitudes and interests are concerned.

6. Establish a meaningful and dynamic communication channel between the schools and pupil employment agencies with reference to placing target students in meaningful employment.

Work Experience

The work experience objectives are:

1. Effect an increase in the number of job placements of non-college bound graduates into gainful employment.

2. Increase the opportunity for more students to participate in vocational work-study programs, related to their occupational choice, that leads to high school graduation.

3. Obtain training stations for a variety of occupational areas, including special education students not presently being served in special courses.

4. Provide instruction that relates general education-academic studies to work-experience.

Bilingual-Bicultural

The following objectives relate specifically to problems

which might arise from or with anyone having bilingual-bicultural difficulties. However, insofar as the Diversified-Satellite Occupations Program is concerned, these objectives need to be considered as adjuncts to the other objectives statements even though the specific objectives for the other emphases could be repeated here.

1. Teach each bilingual-bicultural student educational concepts in all phases of the curriculum in his native tongue while he is learning English.

2. Reinforce the relations between the school and the home through a common communication bond.

3. Provide appropriate in-service rather than pre-service training programs for teachers.

4. Utilize instructional materials which are relevant to the teaching-learning processes related to bilingual-bicultural youth and thus encourage the achievement potential of the bilingual-bicultural student.

5. Utilize bilingual aides from the local community where bilingual professional teachers are not available.

6. Recognize cultural-bicultural values and customs.

Handicapped Students

Here too, objectives for emphases one and two could be repeated. They do relate directly but with the addition of specific concerns for the handicapped. The objectives are:

1. Establish a system of coordination to relate the Diversified Satellite Occupations Program to current programs for youth with handicapping conditions.

2. Provide experiences to bridge the gap between regular and special education services so that all children have an appropriate vocational training program.

PROJECT DESIGN

Senior High School Program

Selection of instructional staff. Because of the innovative program requirements, a similarly innovative teacher was necessary. Criteria was set up for staff selection. This criteria is listed in Dr. Milford Cottrell's evaluation report herein (pp. 78-80). Using this criteria as a basis of selection, the staff selected had a great diversity of backgrounds--some from the Peace Corps, Vista, and other programs

devised for developing and enriching the lives of people less fortunate. The staff was then given a two-week period of training. Following this training period the teachers helped to interview selected students.

Student population. The selection of students to be enrolled in the senior high school program was based on one or more of the following:

1. He (or she) was considered by the counselors or psychometrists to be an emotionally disadvantaged person.

2. He was a school dropout and did not attend school for at least three months prior to enrollment in DSOP.

3. He was referred by the Juvenile Court Judge, who felt that the program was appropriate to the particular needs of the individual.

4. He requested to participate.

5. Parental approval was required.

6. High rate of absenteeism.

Personal interviews were conducted. Each student's record was reviewed and highest grades achieved last semester were used to indicate interest in specific subject areas. These subjects were then related to the declared vocational interest.

Training placement of students. After a student chose an occupation, attempts were made by the teachers to secure a training position for him. Employment was considered an important part of the program and in some instances it was not possible to secure placement in the exact occupational interest specified by the student. In these cases the student was encouraged to get involved in these somewhat unrelated areas, since they did provide a successful experience of gainful employment and provided an essential service to others. Frequent evaluations of on-the-job progress were made.

Curriculum design. Specific academic emphasis was placed on math and reading because the majority of students showed deficiencies in these areas. Alignment of these skills were related to the student's vocation and social interests. Consultant services were used. Volunteers from community agencies helped with bilingual and bicultural teaching.

Physical facilities. The vocational training was conducted in three locations (1) the Central Area Vocational Center, (2) the Western Area Vocational Center, and (3) the Eastern Area Vocational Center.

The Central Area Vocational Center (CAVC) is located at Blaine Elementary School. It is located in close proximity to the Granite School District Media Center, also located in Blaine School. This center employed two full-time teachers with an enrollment of approximately 44 students.

The Western Area Vocational Center emphasized skilled labor such as woodwork and carpentry, electricity and electronic repair, small engine (combustible engine) overhaul and repair, and some art display. The center employed two full-time teachers for approximately 44 students.

The Eastern Area Development Center was established at the time of the instigation of the DSOP and has been functioning in conjunction with it, even though no funds supporting the DSOP are used here. Three full-time teachers were assigned to teach a vocationally oriented program directed toward secretarial and retail clerical training in addition to the regular academic areas of emphasis. This center actively involved approximately 70 students. They attended a six weeks' marketing skill course in addition to regular classroom instruction.

Junior High School Program

Selection of instructional staff. The criteria used for selection of staff were the same as that used for the high school program

Student population. The following criteria was used in the selection of students for the junior high school program.

1. He (or she) was considered by the counselors or psychometrists to be an emotionally disadvantaged person.

2. His past records showed a high rate of absenteeism.

3. He was referred by a juvenile court judge and/or was on active probation.

4. He was referred to the program by school staff due to classroom difficulties.

5. He himself expressed interest in the program.

Function of the program. The function of the junior high school program was to redirect guidance activities and classroom scheduling to more adequately meet the educational, emotional, social, and vocational needs of the potential dropout. There were twelve to fifteen students from each of six junior high schools selected to participate.

Curriculum design. An individualized program of

instruction was prepared for the students enrolled in the program. Individual reading packets, vocational orientation units, some programmed reading instruction, coordination of field trips, coordination of resource people for discussions with the class, and audio-visual materials were utilized. Students attended the DSOP program half day and their regular school and other half.

A major technique was the attempt to establish an individualized one-to-one relationship between teacher and student in order to raise the self-concept and personal worth of student.

Elementary School Program

The elementary school program had a two-fold thrust: (1) that each elementary child receive an orientation and develop an understanding as to how adults acquire an occupational competence in order to achieve as productive members of society, and (2) that provisions be made for a plan to identify potential dropouts at the sixth grade level.

Packets were prepared regarding vocations. (See sample packet information in Appendix C.) Grade point averages, attendance records, test results, and family case records were utilized in determining potential dropouts. Following such identification, the school social workers in the elementary area held case conferences with the junior high counselors regarding the subsequent placement of sixth grade pupils in the junior high schools. This program did not commence until late in the school year.

PROJECT PROCEDURES

Senior High School Program

No major alterations in the program occurred. An increased number of students, however, were enrolled in the career centers as the school progressed.

During the course of the year the students studied academic subjects at their own level of accomplishment. Materials of study were individualized or arranged for small groups. The need for academic skills in vocational training was emphasized, i.e. grammatical skills in secretarial training.

Another phase of major consequence to the program was the application of the academic half-day and a work experience half-day. It was attempted to provide work experience or on-the-job training experience that would correlate the two concepts, academic and vocational experience. Due to the size of Granite School District, we have a wide range of jobs. Wherever possible, we placed students in these jobs--

appropriate to their skills and interest. We were able to "match" employer and student more satisfactorily and were able to maintain close liason with both. Credit and money were received for these assignments, based on performance, attendance, and skill. We found students to be more motivated in academics when successful employment was part of the daily routine.

Activities of senior high. Field trips to the planetarium, to the prison, a survival trip to Southern Utah wilderness, swimming and picnic to Antelope Island, and to various industrial plants such as EIMCO.

Of greater value, however, was the on-going intramural activities among the three centers--baseball and basketball. All students were eligible to play--in gym trunks, swim suits, cut-off levis or whatever. The girls acted as cheer leaders.

The Centers served as Sub-for-Santas; they raised money for paint (for a fellow student's house) by having a car wash in the District parking lot.

Typically, these students have little or no identification with their area school newspaper and yearbook. Throughout the year, they produced both and were responsible for photographic layouts, editorials, reporting, and format. (See Appendix D.)

The year was closed with a breakfast party in one of the canyons, honoring the students for their various accomplishments during the year--graduation, completion of market skills course, teacher aides, and jobs.

One hundred five (105) students were enrolled in the high school centers during the period October 1, 1970, to December 31, 1970. One hundred and ninety-one (191) high school dropouts were invited to enroll in one of the three skills and career development centers during the second semester (January 1971 to May 1971). At each center was a teaching team of two or three teachers prepared to meet the student and provide the following: (1) warmth and acceptance, (2) a program of remediation or on-going instruction with built-in reinforcement of success experiences ("M & M therapy"), (3) provision for self-expression in open group discussion and individual counseling, (4) a behavior modification and reward program of individual growth designed to develop work habits and attitudes which would provide strengths for the world of work, and (5) an opportunity for job placement as a student aid to the various staffs of the Granite School District including custodial, graphic, administrative, and teaching personnel. Mr. Phillip Rusk, school psychologist assigned to the project gives a report included herein in Appendix B.

Junior High School Program

During the first few months of school, students were phased into the junior high school classroom program. Those classrooms which started with the smaller number of children and then added additional children after the structure was developing were far more effective in individualizing instruction.

Activities were developed creatively with the students on an on-going basis. Many of these activities included programmed instruction, some group work, some field trips, introduction of resource people from the community, and utilization of many types of audio-visual materials.

One of the primary concerns of the teachers was to be individuals able to provide acceptance and empathy for their students who were the most potential dropouts in the school.

At each school it was necessary to accustom the regular teachers to this new approach of handling some of the atypical students in the school. The DSOP teachers attended faculty meetings and were able to accomplish much toward obtaining cooperation and acceptance of the program. With the inception of any new innovative approach, there were often adjustments and changes. From the administrative viewpoint, finding an appropriate classroom and rescheduling programs to meet the needs of everyone presented problems. Classrooms were sought of the type where the on-going activities of DSOP could take place without interference to the regular classroom activities and adherence to the regular bell was not necessary. Also, freedom to leave the building on field trips or taking a break at an irregular time was possible without confusion.

Each of the teachers had a unique approach and consideration of this factor. All the teachers allowed a greater amount of freedom within the classroom than the student normally would have; however, each handled this differently. One teacher oriented each student to be motivated to work continually with projects or an area of study during the time in class, seeking help from here when necessary. Development of individual accomplishment and self-motivation was cultivated in this approach. This kind of encouragement showed considerable success. Another approach was a group discussion concept. Students would discuss with the teacher the direction and study which was planned for them. Success was also achieved but individual accomplishment and self-identification was not as evident. One approach was autocratic with the teacher acting more directly in the organization of activities than working with the students and giving them some individual flexibility. This was definitely not as effective in attempting to change some of the attitudes and motives of the potential dropout.

Elementary School Program

The overall general objective of the project related to the elementary level--that each child receive an orientation and develop an understanding as to how adults acquire an occupational competence in order to achieve as productive members of society, is being accomplished in the following manner:

1. An occupational survey of the area involved was taken to help decide what vocational studies might be valid to these particular students.

2. Objectives were delineated; general objectives of what should be accomplished in any presentation were prepared and specific objectives relating to what specific occupational information would be valid in studying the various vocations were designated.

3. Activities were then outlined in a prepared teaching packet to promote positive attitudes toward vocations and to clarify related school activities, making learning more meaningful to the student. A description of the first packet on law enforcement is attached outlining the segments approached and what the packet does to accomplish the objectives. It is now ready to be field tested in accordance with the second part of the two-fold thrust at the elementary level.

Specific objectives. The specific objectives were:

1. To describe the occupation. Students should have an accurate orientation and understanding of what the job is.

2. To emphasize the skills necessary. What mental and physical skills are employed in doing this particular job?

3. To clarify and interpret related school activities. What school subjects might help in learning those skills?

4. To discuss advantages and disadvantages of the occupation. What things does the person really enjoy about his job? What doesn't he like? A true picture should be presented.

5. To assess contributions of the occupation. Is this job necessary? What does it provide that people need? A brief introduction of the economic system--supply and demand--might be brought into this section.

General objectives. The general objectives were:

1. To develop a presentation that is operable. The unit should be easily understood. The equipment necessary is easy to operate, could be operated by a child. Elaborate instructions and directions are not necessary to make full use of the ideas presented.

2. To develop a presentation that is flexible. The study can be used by the whole class, by small groups, or individually, whichever way the teacher prefers to work or decides is best for a particular student.

3. To involve the student. The study should allow for participation on the part of the students. Ideas and suggestions are given to create new interests and studies. Hopefully, the spark is there to light the fire.

4. To state the objectives clearly. Our goals will be more readily accomplished if the students know what we are trying to teach and why we are trying to teach it.

5. To allow for individual differences. Individual differences, both on the part of the students and the teachers involved, should be of prime importance. It should not presume to dictate only one way in which the unit should be used, but ought to be equally effective whether it is used by individuals, committees or a whole class, depending on what the individual teacher deems most useful. It should be the kind of presentation that could motivate and give success experiences to even the slowest student, while still stimulating ideas and creating interest for the most capable. Everything should not be planned, but rather ideas given that might generate other ideas; suggestions given for possible avenues of study.

6. To develop a presentation that holds interest. No matter what excellent objectives are conceived or how many hours of research and study are put into the project, if the final presentation is dry, drawn-out, repels further interest and study instead of stimulating it, good intentions are of no value. Let enthusiasm show through, done so appealingly that it commands initial attention, then "zippy" enough to hold that attention.

RESULTS

Senior High School Program

Of the 191 students who enrolled, 119 are still actively associated with the centers in terms of attending a summer session or in having finalized plans for returning to the center for the coming school year. Eight students graduated with full high school honors as a result of participation. Twenty-seven students transferred back to the regular high school or other secondary educational institutions. Thirty-seven of the original 191 dropouts did withdraw from the program and in essence dropped for the second time. Were additional centers available, it would have been possible to enroll more than 191 students. Even so, the dropout rate decreased from 780 to 597 from the previous year. Table 1,

page 3, shows a summary of the above data.

Of note here are the statements made by the school staffs that in "removing" one chronic truant to our centers, they then had the time to work with and hold two to three in their school.

The holding power of the career development centers was also expressed in different but related data. This can be seen in the day to day attendance of the students enrolled in the centers when compared with the attendance of these same students when enrolled in the regular high school. Table 2, page 4, depicts this increased attendance pattern. During the school year 1969-70 these students had 74.01 percent attendance. During the year 1970-71 while enrolled in the DSOP program their attendance increased to 82.88, showing an increase in attendance of 8.87 percent.

Dr. Cottrell, in his evaluation contained in Appendix A herein, gives further results in this area. Also contained in his report are the results and accomplishments in the academic areas.

Another indicator of the success of the program can be found in the attitude of the parents and students as shown in the letters included in Appendix E. Also newspaper articles were very favorable regarding the results and accomplishments of the program. (See Appendix D.)

Junior High School Program

An important consideration in evaluating the effect this type of program has is time and the progress the student makes in the future. One immediate evident success factor, however, was that over 90 percent of all the students stayed with the program and registered for school next year. Much was accomplished with respect to the students gaining more self-identification and esteem, but the question remains will they be able to sustain it without a continuation of a similar type program in their future high school activities. They also were able to work better with constructive groups, classes, school, and community; but this kind of identification apparently will require more intensive and concentrated work over a period of time lasting longer than a year.

Elementary School Program

The program for developing a vocational instruction unit at the elementary level experienced some difficulty as the three part-time writers of vocational packets had difficulty meeting and developing a time schedule. However, these difficulties were resolved with some end results. One packet on the occupation of law enforcement was produced (Appendix C).

EVALUATION

The first year evaluation, prepared by Dr. Milford C. Cottrell can be found in Appendix A, page 20.

CONCLUSIONS

With the DSOP funds (congruent with a smaller state fund, accounted for separately), Granite District is operating six centers to prevent dropout and to provide meaningful occupational information and job experience to our students.

The junior high program has been much more effective this year due to three factors: the assigning of three teachers to one school each instead of two each. The physical problem of teaching three classes, then traveling to a new school and teaching three more was too demanding, physically. Each teacher is now assigned to one school with a three-hour session in the morning and afternoon. One of our teachers was replaced and the present teacher is making the program at Central Junior High very effective. Knowledge gained by the staff last year is showing better results in planning and organization.

The senior high program is housed in two area centers, but operate independently as three. The Eastern and Central Centers are located at 3646 South Main and the Western Center is at 3572 West 3500 South. The first objective of the program was to prevent dropout. This goal is closer to realization as 191 students were enrolled in the program during the year 1970-71. Our District dropout decreased by 183 individuals from the previous year's high of 730. While not all of these can be claimed by the centers, interesting comments have been made to us by principals and counselors to the effect that by our enrolling a chronically truant student in our program, it has given the schools a chance to work with two or more of his friends and to hold them in school. The dependency needs of the dropout-prone student really "pulls out" others.

The second objective--meaningful occupational experience--is summarized in Table 3 which describes job placements made from the Centers. The format of 4/7's of a day working in academics combined with job experience "outside" or as teachers' aides, secretaries, etc. within the Granite District is effective in holding the students. It is imperative that one keeps in mind that we are dealing with the "hard-core" dropout, who has been unsuccessful in the school environment for most of his junior and high school years. Working for credit (1.1 for 180 hours, maximum of 4.0 per year) and working for money (maximum of 20 hours per week) and experiencing success in both is preventing dropout.

TABLE 3

SUMMARY OF JOB PLACEMENTS WITH DSOP STUDENTS

	Western Center	Central Center	Eastern Center	Total
Enrolled	40	37	49	126
Working as teacher aides	18	22	21	61
Not employed	9	7	3	19
Working at outside jobs or as secretaries	13	8	25	46

IMPLICATIONS AND RECOMMENDATIONS

The implications and recommendations for the program are:

1. The need for additional funds for students to serve as teachers' aides. We have had more than 150 requests from the elementary schools for these "dropout kids."

2. The need to work out arrangements for additional volunteer help in the Centers.

3. The proposal has already been made to have selected student teachers from the universities in this area train in the program.

We still have dropouts. Enlarging our Centers is not the answer. They are at maximally effective loads now. The importance of a close relationship between teacher and student cannot be over emphasized; this is one of the keys to the success of the program. We need to add more Centers, so we can reach more past, present, and potential dropouts. The Centers have provided us with an alternative to the either "in" or "out" choice.

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APPENDIX A

DIVERSIFIED SATELLITE OCCUPATIONS PROGRAM

FIRST YEAR EVALUATION

by

Milford C. Cottrell, Ed.D.

DIVERSIFIED SATELLITE OCCUPATIONS PROGRAM

FIRST YEAR EVALUATION

Milford C. Cottrell, Ed.D.

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Salt Lake City, Utah

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1970-1971

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INTRODUCTION

The Granite School District, realizing the need to provide a program for the school dropout or a person in need of specialized vocational educational experiences, applied for Federal funding under the Provisions of Part D of the Vocational Education Amendments of 1968 for such a program. The project, Diversified Satellite Occupations Program, was funded and initiated in the Granite School District during the 1970-71 school year.

Project Emphases and Objectives

The major emphases and objectives of the Diversified Satellite Occupations Program fell into the following areas:

Occupational Guidance. One emphasis of the proposed program related to building a closer working relationship between the school district and the State Department of Employment Security, while at the same time enhancing and broadening occupational aspirations and opportunities for youth through upgrading existing vocational guidance activities. Special emphasis was on programs designed to aid those students who were categorized as likely dropouts for any number of possible reasons.

Specific objectives to be achieved in the Diversified Satellite Occupations Program as they related to Occupational Guidance were to:

1. Identify those elementary and secondary students who were not being adequately served by the traditional school system and introduce alternative educational opportunities.

2. Effect an increase in the percent of students completing high school and a decrease in the number of students dropping out of school particularly for reasons of "academic failure," "dislike of school," or because of limited finances. (a) Identify high school students who have dropped out of school, those who are potential drop-outs because of poor attendance, failure in school, or limitation because of finances, or those handicapped students who were not being served in special classes. (b) Test and counsel those students to ascertain their attitudes, interests and capabilities in relation to success in school placement in an entry level job.

3. Provide a continuous program of guidance related to student problems that would effect school and job efficiency.

4. Follow each student's progress on the job or in specific training programs for a period of two years.

5. Increase the counselor's knowledge and utilization of assessment techniques where vocational aptitudes and interests were concerned.

6. Establish a meaningful and dynamic communication channel between the schools and pupil employment agencies

with reference to placing target students in meaningful employment.

Work Experience. Another emphasis related to the actual combination of school and direct occupational endeavors during the time the person was completing his schooling.

The Work Experience objectives were to:

1. Effect an increase in the number of job placements of non-college bound graduates into gainful employment.

2. Increase the opportunity for more students to participate in vocational work-study programs, related to their occupational choice, that leads to high school graduation.

3. Obtain training stations for a variety of occupational areas, including special education students who were not being served in special courses, in which students could be placed to obtain basic occupational skills in a cooperative work-experience program.

4. Provide instruction that related general education-academic studies to work-experience.

Bilingual-Bicultural Students. For some students the problems associated with bilingual-bicultural situations in the home compounded the total problem. Specifically, bilingual-bicultural problems arising from Spanish-Mexican-American homes constituted a third emphasis for the project.

The following objective statements were stated specifically with respect to problems which arose from or with anyone having bilingual-bicultural difficulties:

1. Teach each bilingual-bicultural student educational concepts in all phases of the curriculum in his native tongue while he was learning English.

2. Reinforce the relations between the school and the home through a common communication bond. Utilize the Mexican-American community, professional and non-professional, in the implementation of bilingual-bicultural communication development. Encourage the professional staff to become involved in local community activities.

3. Provide appropriate in-service rather than pre-service programs for teachers.

4. Utilize instructional materials which were relevant to the teaching-learning processes related to bilingual-bicultural youth and which would encourage the achievement potential of the bilingual-bicultural student.

5. Utilize bilingual aides from the local community where bilingual professional teachers were not available.

6. Recognize cultural-bicultural values and customs.

Handicapped. A fourth emphasis was an attempt to provide appropriate vocational programs for handicapped students. The objectives of emphasis four, relating directly to the handicapped, were as follows:

1. Establish a system of coordination to relate the Diversified Satellite Occupations Program to other programs for youth with handicapping conditions.

2. Provide experience to "bridge the gap" between regular and special education services so that all children would have an appropriate vocational training program.

Senior High School Program

Selection of students. The selection of students to be enrolled in the senior high school program was based on one or more of the following:

1. He (or she) was considered by the counselors or psychometrists to be an emotionally disadvantaged person. This judgment was made generally subjectively but in most all cases was substantially supported by psychological testing and historical records indicating patterns of behavioral inadequacies.

2. He was a school dropout and did not attend school for at least three months prior to enrollment in DSOP.

3. He was referred by the Juvenile Court Judge, who felt that the program was appropriate to the particular needs of the individual.

4. He requested to participate.

5. Parental approval of student's participation in the experimental project was required.

Function of the program. The functions of the program were devised as a means to prevent the dropout from again rejecting the system which could help him to create a better life style for himself. The program was designed to augment and facilitate the goals of education, but in such a different way that the program took on very few similarities to the general senior high school as seen by the rejecting (rejected in some cases) student.

Purposes of the program. The major purpose of the program was to provide an entirely different setting in hopes of bringing about a different kind of response from the participating students.

The program developed around the following guidelines:

1. It provided dropouts (or potential dropouts) an opportunity to graduate from high school and obtain marketable skills through a job training program.

2. Participants regularly attended a special class for three hours each day, the remainder of school time being spent gaining work experience in the job training phase of the program; students received pay and school credit for their work experience.

3. The program molded a nontheoretical curriculum to individual student interests and declared wants, applied to life situations and in realistic settings when possible. At the same time, formal academic and teaching situations

were avoided unless the group specifically requested the implementation of such techniques.

4. Sufficient time was allowed in group sessions to foster problem solving, realistic self-concepts, interpersonal relationships and develop more suitable communication skills.

5. Behavior modification principles were permitted to accelerate performance and adjustment desired by each student.

Selection of staff. To facilitate the project guidelines, the staff had to play an important part in the success of this program. It was assumed that not just any person could comfortably accommodate those guidelines and still be able to achieve the goals of the program. Because of the innovative program requirements, a similarly innovative teacher was necessary, one who:

1. Was aware of difference between persons having emotional, academic, social, economic, and other handicaps.

2. Was aware of the cultural, value, and personality systems of persons with special needs.

3. Could develop and expand work experience methods in vocational education and on-the-job training.

4. Accepted the concept that special methods and materials are necessary to serve disadvantaged persons.

5. Could observe and participate in social situations of persons with special needs.

6. Could develop and expand innovative programs which are nontraditional in nature to serve disadvantaged individuals.

7. Could explore and determine the availability of public and community resources which serve students with exceptional needs.

8. Could develop appropriate curriculum materials for each student.

9. Offered positive direction, consistency, honest appraisals, encouragement, and empathy.

10. Could evaluate progress towards goals and assess the effectiveness of established program and behavior measurements of individual students.

Using the above criteria as a tool in the selection of teachers for the DSOP brought about a slightly different measurement of selectivity. As a direct result, the staff had a greater degree of diversified backgrounds. Several of the staff had prior experience with the Peace Corps, Vista, and other programs devised for developing and enriching the lives of people less fortunate.

Assessing candidates' potentials. Once the staff had been selected, the teachers (after a two-week period of training) helped to interview the students. Personal interviews were conducted and data were recorded concerning physical disabilities or personal limitations, special talents, interests, occupational ambitions (if known),

previous work experience, transportation available, preference in working with things or people, preference of routine and stable tasks as opposed to active tasks offering variety, and a description of personality.

Each student's record was reviewed and his highest grades earned during his last semester in school recorded and used to indicate levels of interest in specific subject areas. These subject areas were then related to the student's declared vocational interest. His estimated academic remediation, if any, in reading, math and vocabulary were considered in determining his success probability in vocations dependent upon these skills. Achievement tests (WRAT), general aptitude tests (GATB), general attitude tests (Demos), and levels of anxiety tests (IPAT) were evaluated to identify weaknesses and strengths. This information was presented in general terms to each student and parent for evaluation, self-appraisal and assignment of an occupational aptitude training pattern from which vocational choices could be made.

Training placement. After a student chose an occupation, attempts were made by the teachers to secure a training position for him in industry. Employment was considered to be an important element in this program and much time and energy were extended in this area. In some cases jobs made available to the students were not in line

with their interests but the student was still encouraged to get involved in such employment as teacher aides, custodians, delivery truck drivers, etc. These positions were not necessarily in the direct area of student vocational interests, but did provide for the successful experience of gainful employment and provided an essential service to others.

Evaluation of progress on the job. Frequent evaluations were conducted regarding those students who were employed. These evaluations centered around:

1. Securing employer or supervisor recommendations concerning both the student and ways in which the school might help the student acquire skills and knowledge necessary to adequately perform his work.

2. Assisting students in making adjustments essential to a successful work experience.

3. Assessing the impact of job training upon the individual student's curriculum.

4. Providing credit toward high school graduation for work experience.

Curriculum design. The program of instruction was multifaceted with numerous individualized and program materials made available to each student according to his own needs. The level of achievement was almost as wide as the spectrum of public secondary schools. Because of this,

materials were available upon request of the district from the elementary through the secondary system. Specific academic emphasis was given in the areas of math and reading, mainly because of the majority of students showing deficiencies in these areas. Alignment of these skills was related to the student's vocation and social interests wherever applicable.

Consultant assistance was made available to the teachers in the methods of teaching applicable in each series of instruction by the district supervisors or the various departments.

There was also assistance available from the community agencies for instruction of bilingual and bicultural students. Volunteers from these services provided the translation and interpretation skills at the centers where necessary. Textbooks in foreign language (Spanish) were also available to bilingual students.

Selection of centers. Because of the large geographical size and urgent population need for such a program, three operating centers were developed. The three centers were located and housed strategically throughout the district, one east, one central, and one west. Because of a few conflicts regarding leasing of buildings, zoning limitations, and necessary renovations and remodeling, two of the centers were housed in buildings owned by Granite School District. The other, the western center, was housed in a private,

leased building. Following is a description of each center:

Eastern Center--This center was housed in an elementary school (Upland Terrace), but because of the physical building floor plan it was apart from the regular school activities. Three full-time teachers were assigned to work in this center. This program was vocationally oriented toward secretarial and retail clerical training in addition to the regular academic areas of emphasis, math and reading. The Eastern Center was to become the largest population center, actively involved with approximately 70 students.

Central Center--This center was operated in another Granite District building which housed the District Media Center as well as a small elementary school (Blaine School with an enrollment of 311). The Central Center employed two full-time teachers with an enrollment of approximately 44 students.

Western Center--This center was the only center housed in a rented building not owned by the district. Because of the area of vocational training sought, much renovation was necessary. The Western Center emphasized areas of skilled labor such as woodwork and carpentry, electricity and electronic repair, small engine (combustible engine) overhaul and repair, and some art display. The Western Center employed two full-time teachers for approximately 44 students.

Junior High School Program

Selection of students. The selection of students was based on one or more of the following:

1. He (or she) was considered by the school counselors or psychometrists to be an emotionally disadvantaged person (same as high school program).

2. He was referred by the Juvenile Court Judge, who felt that the program was appropriate to the particular needs of the individual.

3. His past record indicated poor school attendance as a result of negative attitude toward school.

4. He exhibited symptoms of the potential school dropout.

5. He desired to participate.

6. Parental approval was required for participation.

Functions of the program. The functions of the program were to redirect guidance activities and classroom scheduling to more adequately meet the educational, emotional, social, and vocational needs of the potential dropout. Efforts were made to create more individualized instructional programs for the potential dropout as he moved through the junior high school program.

Purposes of the program. The purposes of the program were to provide an attitude of acceptance, positive reinforcement, and empathy for those students having the

greatest potential for dropping out of school. The efforts were to provide basic skill training and occupational orientation for the twelve to fifteen students assigned from each school. The thrust of the program was to bridge the gap between the junior high school and senior high school or between the junior high school and one of the special senior high school vocational centers established within the district.

Selection of staff. The criteria used for selection of staff were the same as that used for the high school program.

Curriculum design. A highly individualized program of instruction was prepared for the students enrolled in the program. Portions of the program were developed prior to the opening of school. These programs were highlighted by the development of individual reading packets, vocational orientation units, some programmed reading instruction, coordination of field trips, coordination of resource people for discussions with the class, and the utilization of audio-visual materials.

Consultation help was also available by the supervisors of reading and mathematics at the district level.

Selection of schools. Six junior high schools were selected to participate in the Diversified Satellite Occupations Program (DSOP). The criteria used for their

selection was, historically, the greatest proportion of the district's dropouts involved through those specific junior high schools. Also, the greatest proportion of minority groups attended those schools.

Three teachers were employed to work in all six of the junior high schools. Each teacher was assigned to two schools and spent one-half day in each school working in a self-contained classroom for three periods. The remainder of the day, students would return to the regular school program.

Elementary School Program

The elementary school program had a two-fold thrust: (1) that each elementary child receive an orientation and develop an understanding as to how adults acquire an occupational competence in order to achieve as productive members of society, and (2) that provisions be made for a plan to identify potential dropouts at the sixth grade level.

Implementation and delineation of this two-fold thrust was accomplished by introduction of occupational information into the regular elementary school curriculum for fifth and sixth grade pupils related to the general community occupations.

In addition to preparing packets regarding these vocations, a program of identification of potential dropouts was conducted at the sixth grade level. Grade point averages, attendance records, test results, and family case records

were utilized in determining these students. Following such identification, the school social workers in the elementary area held case conferences with the junior high counselors regarding the subsequent placement of sixth grade pupils in the junior high schools.

The program developed for the elementary school did not commence until late in the school year and was not in a position for evaluation concerning progress made.

PROJECT EVALUATION

Project Questionnaire

Part of the DSOP evaluation consisted of a questionnaire being developed and administered to students, parents and professional staff members who were involved or associated with the program. The questionnaire consisted of twenty-four neutral statements concerning various aspects of the project, and a choice to select one response from among five alternatives. The respondents, after reading each statement, could select from among the five alternatives including: excellent, good, fair, poor, or don't know, depending upon their evaluation of the program relative to the statement.

The questionnaire also contained five "open-ended" questions which asked the respondents to offer suggestions or criticisms whenever applicable. These questions were concerned with the quality of the teaching staff, general

improvement among participating students, amount of learning, program scheduling, and physical facilities.

Results of the first section of the questionnaire have been tabulated and are reported in Tables 1-4. Table 1 contains the tabulated results of the questionnaire administered to students who were enrolled in the project. Table 2 contains the results as reported by the professional personnel associated with the DSOP program. Tabulated responses from parents having children in the program are found in Table 3. A summary of all responses is reported in Table 4. Responses to the five "open-ended" questions are found in the Appendix. In tabulating the data received from section one of the questionnaire, a weighted numerical value was assigned to each response category. A value of four was given to each response in the excellent category. Three was assigned to each response in the fair category, and one to each response in the poor category. Since the "don't know" category was not considered as a rating judgment, responses in this category were not used in the tabulation.

A study of the results (Tables 1-4) indicated that the program was generally rated high by all those who completed the questionnaire. Parents generally saw the program as being more effective than did either students or professional staff members. Students, however, rated the project higher than did staff members on most items.

Table 1

Results of the DSOP Questionnaire Administered to Students Enrolled in the Program 1970-1971

Statement	High School Centers				Junior High School Centers				Overall Average
	Central (n=15)	West (n=13)	East (n=52)	Avg	Brockbank (n=12)	Kennedy (n=7)	Westlake (n=6)	Avg	
1. In my opinion, the quality of teaching in DSOP is:	3.6	2.0	3.5	3.3	3.3	3.6	3.8	3.5	3.3
2. My attitude toward going to school since enrollment in the DSOP is:	3.0	2.9	3.4	3.2	2.8	2.6	2.5	2.7	3.1
3. The amount of testing in the DSOP is:	2.6	1.6	3.1	2.8	2.4	2.2	2.7	2.4	2.7
4. My general morale since enrollment in the DSOP is:	2.9	2.2	3.1	2.9	2.4	2.7	2.8	2.6	2.8
5. My level of respect for school administration and staff since enrollment in the DSOP is:	2.4	2.3	3.3	2.9	1.9	2.3	1.5	1.9	2.6

Table 1 (continued)

Statement	High School Centers				Junior High School Centers				Overall Average
	Central (n=15)	West (n=13)	East (n=52	Avg	Brockbank (n=12)	Kennedy (n=7)	Westlake (n=6)	Avg	
6. In preparing myself for the world of work, the program of the DSOP would be rated:	2.9	2.3	3.3	3.0	2.5	3.1	3.2	2.9	2.9
7. In preparing myself for better citizenship, the DSOP would be rated:	2.7	2.3	3.3	3.0	2.3	2.9	2.8	2.6	2.9
8. In preparing myself for a more satisfactory relationship with classmates, the program of the DSOP would be rated:	3.0	2.6	3.3	3.1	3.0	2.9	3.0	3.0	3.1
9. Communication between my parents and the staff of the DSOP concerning myself is:	2.5	2.5	3.0	2.9	2.1	2.5	2.7	2.4	2.7
10. Provisions for keeping parents informed about the DSOP program are:	2.7	2.7	2.7	2.7	1.8	2.6	3.6	2.5	2.7

Table 1 (continued)

Statement	High School Centers				Junior High School Centers				Overall Average
	Central (n=15)	West (n=13)	East (n=52)	Avg	Brockbank (n=12)	Kennedy (n=7)	Westlake (n=6)	Avg	
11. The DSOP program for providing equal educational opportunity for minority groups is:	3.3	2.9	3.2	3.2	2.8	3.0	3.8	3.1	3.2
12. The level of discipline in the DSOP is:	2.6	1.4	3.1	2.7	3.3	2.7	3.7	3.2	2.8
13. The attention given to me and my individual problems in the DSOP is:	2.8	2.9	3.4	3.2	2.5	2.7	4.0	2.9	3.1
14. The general level of teacher interest in my educational progress is:	3.7	2.7	3.5	3.4	3.3	3.0	3.8	3.3	3.4
15. The ability of the teacher(s) in the DSOP to communicate with me while in the program is:	3.1	2.5	3.5	3.2	3.2	2.9	3.7	3.2	3.2
16. The vocational counseling received by me while in the program is:	3.0	2.0	3.2	2.9	2.6	2.8	4.0	3.0	2.9

Table 1 (continued)

Statement	High School Centers				Junior High School Centers				Overall Average
	Central (n=15)	West (n=13)	East (n=52	Avg	Brockbank (n=12)	Kennedy (n=7)	Westlake (n=6)	Avg	
17. My parents' involvement in determining the extent of my participation in the DSOP is:	3.0	2.8	2.8	2.8	2.6	2.2	2.8	2.5	2.7
18. The attitude of other students (outside of DSOP) toward me since my enrollment in the program is:	2.7	2.5	2.8	2.7	2.6	3.0	3.0	2.8	2.7
19. My improvement to take more responsibility for my actions since my enrollment in DSOP is:	2.8	2.5	3.2	3.0	2.7	2.8	3.0	2.8	2.9
20. My improvement in feeling better about myself and my accomplishments since enrollment in DSOP is:	2.9	2.6	3.2	3.0	2.6	3.0	3.5	2.9	3.0
21. The benefits derived from a work/experience program are:	3.2	3.1	3.3	3.2	3.0	3.0	3.8	3.2	3.2

Table 1 (continued)

Statement	High School Centers				Junior High School Centers				Overall Average
	Central (n=15)	West (n=13)	East (n=52)	Avg	Brockbank (n=12)	Kennedy (n=7)	Westlake (n=6)	Avg	
22. The class schedule used in the DSOP whereby students are in one class for three hour blocks of time instead of the one hour classes used in the regular program is:	3.4	3.3	3.5	3.4	2.6	3.4	3.3	3.0	3.3
23. If school grades could be changed to a simple pass or fail system rather than the A, B, C system used presently, how would you rate the change?	2.9	3.1	2.5	2.7	2.6	3.4	3.3	3.0	2.8
24. In general, how would you rate the DSOP?	3.8	2.6	3.0	3.1	3.5	3.3	3.8	3.5	3.2

Table 2

Results of the DSOP Questionnaire Administered to Professional Staff Members Involved in the Program, 1970-1971

Statement	Score (n=22)	Statement	Score (n=22)
1. In my opinion the quality of teaching in DSOP is:	2.8	8. In preparing the student for a more satisfactory relationship with classmates, the program of the DSOP would be rated:	2.8
2. The student's attitude toward going to school since enrollment in the DSOP is:	2.6	9. Communication between the parents and the staff of the DSOP concerning the student is:	2.3
3. The amount of testing in the DSOP is:	2.3	10. Provisions for keeping parents informed about the DSOP are:	2.2
4. The student's general morale since enrollment in the DSOP is:	2.6	11. The DSOP program for providing equal opportunity for minority groups is:	3.1
5. The student's level of respect for school administration and staff since enrollment in DSOP is:	2.3	12. The level of discipline in the DSOP is:	2.5
6. In preparing the student for the world of work, the program of the DSOP would be rated:	2.1	13. The attention given to the student and his individual problems in the DSOP is:	3.5
7. In preparing the student for better citizenship, the DSOP would be rated:	2.6		

Table 2 (continued)

Statement	Score (n=22)	Statement	Score (n=22)
14. The general level of teacher interest in the student's educational progress is:	3.6	20. The student's improvement in feeling better about himself and his accomplishments since enrollment in DSOP is:	2.8
15. The ability of the teacher(s) in the DSOP to communicate with the student while in the program:	3.2	21. The benefits derived from a work/experience program are:	3.1
16. The vocational counseling received by the student while in the DSOP is:	2.2	22. The class schedule used in the DSOP whereby students are in one class for three hour blocks of time instead of the one hour classes used in the regular program is:	3.0
17. The parents' involvement in determining the extent of student participation in the DSOP is:	2.2	23. If school grades could be changed to a simple pass or fail system rather than A, B, C system used presently, how would you rate the change?	2.3
18. The attitude of other students (outside of DSOP) toward the student since his/her enrollment in DSOP is:	2.4	24. In general, how would you rate the DSOP?	2.8
19. The student's improvement to take more responsibility for his/her actions since enrollment in DSOP is:	2.5		

Table 3

Results of the DSOP Questionnaire Administered to Parents Having Children Enrolled in the Program 1970-1971

Statement	Senior High School Centers				Junior High School (n=9)	Overall Average
	Central (n=7)	Western (n=7)	Eastern (n=22)	Avg		
1. In my opinion, the quality of teaching in the DSOP is:	3.3	3.1	3.4	3.3	3.2	3.3
2. My child's attitude toward going to school since enrollment in DSOP is:	3.7	3.3	3.6	3.6	3.3	3.5
3. The amount of testing in the DSOP is:	3.5	3.0	3.1	3.2	2.8	3.1
4. My child's morale within the DSOP program is:	3.4	3.0	3.5	3.4	3.1	3.3
5. My child's level of respect for school administration and staff since enrollment in the DSOP is:	3.5	3.0	3.5	3.4	2.7	3.3
6. In preparing my child for the world of work the program of the DSOP would be rated:	3.5	2.7	3.3	3.2	2.8	3.1

Table 3 (continued)

Statement	Senior High School Centers				Junior High School (n=9)	Overall Average
	Central (n=7)	Western (n=7)	Eastern (n=22)	Avg		
7. In preparing my child for better citizenship, the program of the DSOP would be rated:	3.6	3.0	3.4	3.4	3.0	3.3
8. In preparing my child for a more satisfactory relationship with his classmates the program of the DSOP would be rated:	3.3	2.9	3.4	3.3	3.2	3.3
9. Communication between parents and the staff of the DSOP concerning my child is:	3.2	3.0	3.1	3.1	3.3	3.1
10. Provisions for keeping parents informed about the DSOP program are:	2.4	2.6	2.5	2.5	2.7	2.5
11. The DSOP program for providing equal educational opportunity for minority groups is:	3.8	3.6	3.5	3.6	3.4	3.6

Table 3 (continued)

Statement	Senior High School Centers				Junior High School (n=9)	Overall Average
	Central (n=7)	Western (n=7)	Eastern (n=22)	Avg		
12. The level of discipline in the DSOP is:	2.8	3.0	3.3	3.1	3.3	3.1
13. The attention given to my child and his individual problems in the DSOP is:	3.5	3.1	3.6	3.5	3.3	3.5
14. The general level of teacher interest in my child's educational program is:	3.6	3.3	3.7	3.6	3.3	3.5
15. The ability of the teacher(s) in the DSOP to communicate with my child while in the program is:	3.8	3.0	3.0	3.2	3.8	3.3
16. The vocational counseling received by my child while in the DSOP is:	3.7	2.8	3.2	3.2	3.1	3.2
17. My involvement in determining the extent of my child's participation in the DSOP is:	2.8	2.8	2.5	2.6	2.6	2.6

Table 3 (continued)

Statement	Senior High School Centers				Junior High School (n=9)	Overall Average
	Central (n=7)	Western (n=7)	Eastern (n=22)	Avg		
18. The attitude of other students (outside of DSOP) toward my child since his/her enrollment in the program is:	2.8	2.5	3.0	2.9	2.9	2.9
19. The improvement of my child to take more responsibility for his actions since his/her enrollment in DSOP is:	3.3	3.0	3.4	3.3	2.7	3.2
20. The improvement of my child to feel better about himself and his accomplishments since his/her enrollment in DSOP is:	3.4	3.0	3.6	3.4	3.0	3.3
21. The benefits derived from a work/experience program are:	3.3	3.1	3.6	3.4	3.3	3.4

Table 3 (continued)

Statement	Senior High School Centers				Junior High School (n=9)	Overall Average
	Central (n=7)	Western (n=7)	Eastern (n=22)	Avg		
22. The class schedule used in the DSOP whereby the students are in one class for three hours of time instead of the one hour classes used in the regular program is:	3.4	3.2	3.4	3.4	3.4	3.4
23. If school grades could be changed to a simple pass or fail system rather than the A, B, C system used presently, how would you rate the change?	2.5	2.5	2.3	2.4	2.0	2.3
24. In general, how would you rate the DSOP?	3.7	3.3	3.8	3.7	3.9	3.7

Table 4

Summary of Results from the DSOP Questionnaire Administered to Students, Parents, and Professionals Involved in the Program, 1970-1971

Statement	Students		Parents		Professional (n=22)	Overall Average
	Sr.High (n=80)	Jr.High (n=25)	Sr.High (n=36)	Jr.High (n=9)		
1. In my opinion, the quality of teaching in DSOP is:	3.3	3.5	3.3	3.2	2.8	3.3
2. The student's attitude toward going to school since enrollment in the DSOP is:	3.2	2.7	3.6	3.3	2.6	3.1
3. The amount of testing in the DSOP is:	2.8	2.4	3.2	2.8	2.3	2.8
4. The student's general morale since enrollment in the DSOP is:	2.9	2.6	3.4	3.1	2.6	2.9
5. The student's level of respect for school administration and staff since enrollment in DSOP is:	2.9	1.9	3.4	2.7	2.3	2.8
6. In preparing the student for the world of work, the program of the DSOP would be rated:	3.0	2.9	3.2	2.8	2.1	2.9

Table 4 (continued)

Statement	Students		Parents		Professional (n=22)	Overall Average
	Sr.High (n=80)	Jr.High (n=25)	Sr.High (n=36)	Jr.High (n=9)		
7. In preparing the student for better citizenship, the DSOP would be rated:	3.0	2.6	3.4	3.0	2.6	3.0
8. In preparing the student for a more satisfactory relationship with classmates, the program of the DSOP would be rated:	3.1	3.0	3.3	3.2	2.8	3.1
9. Communication between the parents and the staff of the DSOP concerning the student is:	2.9	2.4	3.1	3.3	2.3	2.8
10. Provisions for keeping parents informed about the DSOP program is:	2.7	2.5	2.5	2.7	2.2	2.6
11. The DSOP program for providing equal educational opportunity for minority groups is:	3.2	3.1	3.6	3.4	3.1	3.3
12. The level of discipline in the DSOP is:	2.7	3.2	3.1	3.3	2.5	2.9

Table 4 (continued)

Statement	Students		Parents		Professional (n=22)	Overall Average
	Sr.High (n=80)	Jr.High (n=25)	Sr.High (n=36)	Jr.High (n=9)		
13. The attention given to the student and his individual problems in the DSOP is:	3.2	2.9	3.5	3.3	3.5	3.3
14. The general level of teacher interest in the student's educational progress is:	3.4	3.3	3.6	3.3	3.6	3.4
15. The ability of the teacher(s) in the DSOP to communicate with the student while in the program is:	3.2	3.2	3.2	3.8	3.2	3.2
16. The vocational counseling received by the student while in the DSOP is:	2.9	3.0	3.2	3.1	2.2	2.9
17. The parents' involvement in determining the extent of student participation in the DSOP is:	2.8	2.5	2.6	2.6	2.2	2.6

Table 4 (continued)

Statement	Students		Parents		Professional (n=22)	Overall Average
	Sr.High (n=80)	Jr.High (n=25)	Sr.High (n=36)	Jr.High (n=9)		
18. The attitude of other (students outside of DSOP) toward the student since his/her enrollment in DSOP is:	2.7	2.8	2.9	2.9	2.4	2.7
19. The student's improvement to take more responsibility for his/her actions since enrollment in DSOP is:	3.0	2.8	3.3	2.7	2.5	3.0
20. The student's improvement in feeling better about himself and his accomplishments since enrollment in DSOP is:	3.0	2.9	3.4	3.0	2.8	3.0
21. The benefits derived from a work/experience program are:	3.2	3.2	3.4	3.3	3.1	3.2

Table 4 (continued)

Statement	Students		Parents		Professional (n=22)	Overall Average
	Sr.High (n=80)	Jr.High (n=25)	Sr.High (n=36)	Jr.High (n=9)		
22. The class schedule used in the DSOP whereby students are in one class for three hour blocks of time instead of the one hour classes used in the regular program is:	3.4	3.0	3.4	3.4	3.0	3.3
23. If school grades could be changed to a simple pass or fail system rather than the A, B, C system used presently, how would you rate the change?	2.7	3.0	2.4	2.0	2.3	2.6
24. In general, how would you rate the DSOP?	3.1	3.5	3.7	3.9	2.8	3.3

Parents having children in the senior high school centers rated the program higher on more statements than did those parents having children in junior high school centers. Senior high school students involved in DSOP also rated the project higher on more items than did junior high school students enrolled in the project.

Only minor differences were reported among the various centers except as reported by senior high school students. Those attending the Eastern Center rated most items higher than did students attending the other centers for senior high students. The students attending the Western Center, however, were less favorable, on the questionnaire, than students in the other centers.

Some important observations are reported on particular statements. Statements one, thirteen, fourteen and fifteen are all related to the competency of the teaching staff involved in the DSOP project. On each of these statements, the ratings were very high. A lower rating, however, was reported on number five which made reference to the respect shown to staff members including school administrators by students in the program.

Statements two, four, seven, eight, and twenty are all included within the affective domain and are associated with attitudes, morale, and feelings. The ratings by respondents on each of these statements were also relatively high. High ratings were also given to statements associated with

the opportunities provided for minority groups by the DSOP program (see number 11). The benefits received from the work experience aspect (number 21), and the class schedule (number 22), consisting of large blocks of time, were also reported as being extremely favorable.

Parental involvement and communications patterns were referred to in statements nine, ten and seventeen. From the response to all three questions it has been reported that a deficiency existed relative to involvement of parents and communication between school and home.

The responses as reported on the five "open-ended" statements have been summarized and are reported in the Appendix. Comments for statement one, which made reference to teachers, were highly supportive of the teaching staff. Such comments as "teachers are excellent," "very understanding," "I like the teachers," and "dedicated and conscientious" were among the common responses.

Statement number two referred to general improvements made by students who were enrolled in the DSOP program during the 1970-1971 school year. Comments such as "attitude has improved," "likes school better," "good improvement," and "attendance has improved," were common responses made by respondents. Most responses were extremely favorable in terms of the help participating students had received from the program.

The third "open-ended" statement made reference to

the amount of learning by the students during the school year. The two most common responses, "learned a lot" and "more than in a regular school program," were both supportive. Other responses including "not very much," "none," "difficult to determine," and "little academic learning," were not as supportive. Favorable responses, however, were more common than non-supportative responses. Parents and students were generally more favorable concerning this aspect of the program than were professional staff members.

The area of scheduling was the topic for the fourth "open-ended" statement. Responses such as "good," "excellent," "satisfactory," and "the flexibility within the schedule worked better than rigid schedules," were among the common responses. Comments including "periods are too long" and "more teacher time needed" were expressed by professional staff members as problems which existed during the school year.

The fifth "open-ended" statement made reference to the facilities used for the DSOP project. Twenty-one respondents reported that the facilities were good, while nine reported that they could be better to facilitate the program. Other responses including "too large a room for so few students" indicate that some felt a need to carefully evaluate the facilities being used if the project is continued.

The following conclusions are made after a careful study of the results received from the project questionnaire:

1. Most students, parents and professional staff members were favorably impressed with the DSOP project.

2. Parents saw the program as being more effective than did either students or professional staff members.

3. Professional staff members were more critical of the program than were students or parents.

4. The Eastern Center seemed to be more effective, according to students, than the other senior high school centers; whereas, the Western Center was least effective.

5. Teachers were considered competent and well respected by most respondents.

6. The greatest improvements were reported in areas associated with the affective domain.

7. Parental involvement and communication patterns between the home and school were not perceived as being extremely effective.

Academic Achievement

To assess academic growth, all students enrolled in the Diversified Satellite Occupations Program were given the Wide Range Achievement Test (WRAT). This instrument which yields subtest scores on Reading, Spelling and Arithmetic was administered to each pupil as he/she entered the program, and again at the completion of the school year. The results of the test were tabulated and are reported in tables.

On the reading subtest (see Table 5) gains were reported for each center. Considering that the pre- and post-tests were administered only five months apart, the students' at the Central Center average gains of 1.52 grade rating growth was the highest of the three centers. The students at the Eastern Center, the largest of the centers, made the second highest rate of growth increasing four and one-half months in 3.7 months duration, while the gains made in the area of reading for the Western Center students were minimal. Overall, the average increase in reading was .58 or slightly under six months growth in an average of less than four months between pre- and post-tests. This would appear to be overall somewhat successful.

On the spelling subtest of the WRAT (Table 6) there was an overall average grade rating growth of 1.21 between the pre-test and post-test, an average period of 3.75 months. The Eastern Center students made the greatest growth achieving 1.82 grade rating increase in less than four months. Central Center students showed the second highest average rate of growth while Western Center students showed a decrease on spelling achievement test scores comparing the pre- and post-tests.

The arithmetic subtest as reported in Table 7 showed a substantial gain made by students at the Central Center of 1.98 in five months. The Eastern Center students made an average gain of 0.33 while a lesser gain was reported by the Western Center students.

Table 5

Results of the Reading Subtest of the Wide Range Achievement Test for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Western (n=15)	2.44	9.52	9.53	0.01
Central (n-18)	5.00	9.95	11.47	1.52
Eastern (n=65)	3.70	9.20	9.65	0.45
Average	3.81	9.39	9.97	.58

Table 6

Results of the Spelling Subtest of the Wide Range Achievement Test for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Western (n=15)	2.44	7.02	6.44	-0.58
Central (n=18)	5.00	7.64	8.14	0.50
Eastern (n=65)	3.70	5.94	7.76	1.82
Average	3.75	6.42	7.63	1.21

Table 7

Results of the Arithmetic Subtest of the Wide Range Achievement Test for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Western (n=15)	2.44	5.98	6.14	0.16
Central (n=18)	5.00	6.64	8.62	1.98
Eastern (n=65)	3.70	6.47	6.80	0.33
Average	3.75	6.43	7.03	0.60

The overall results of the WRAT testing of achievement (Table 8), taking all three senior high school centers into consideration, revealed that the program did have some very successful results. To fully comprehend the significance of the rate of growth, one only needs to examine the level of performance on the pre-test. These students were all of high school age and should normally pre-test at the tenth, eleventh, or twelfth grade level. Their overall average score, however, was only 7.41. This score places them over two grade levels behind in academic achievement.

Junior high school scores. The test results in the junior high school centers had a few complications that greatly affected the testing results. The Central Junior High School and the Valley Junior High School centers were closed after approximately four months of operation. The results of the testing from these schools are, therefore, for only a partial year. Also, post-testing was never administered to students in two other junior high schools (Brockbank Junior High and Kearns Junior High), thereby nullifying any possibility of an empirical evaluation of test data. As a result of these circumstances, the number of students both pre- and post-tested remained small (n=26).

Results of the reading subtest (Table 9) revealed considerable growth at the Kennedy Junior High School Center where the students gained almost a full year of grade level growth during a period of less than seven months. Westlake

Table 8

Summary of Results of the Wide Range Achievement Test for Senior High School Students Enrolled in the Diversified Satellite Occupations Program 1970-1971

Source	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Reading (n=98)	3.81	9.39	9.97	0.58
Spelling (n=98)	3.75	6.42	7.63	1.21
Arithmetic (n=98)	3.75	6.43	7.03	0.60
Average	3.77	7.41	8.21	0.80

Table 9

Results of the Reading Subtest of the Wide Range Achievement Test for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

School Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=8)	6.75	6.57	7.46	0.89
Westlake Jr. (n=2)	3.00	6.05	6.35	0.30
Central Jr. (n=6)	3.00	7.95	7.75	-0.20
Valley Jr. (n=10)	3.00	6.20	6.01	-0.19
Average	4.15	6.70	6.88	0.18

Junior High Center students also showed an average grade level rate of growth but, because of the limited number of students involved, this growth should be viewed with caution. Students in both Central Junior High School Center and Valley Junior High School Center showed negative progress between the reading pre- and post-test.

Considering scores of all junior high school students, growth rate in reading was almost two months in a period of 4.15 months. This rate of growth is not particularly acute but consideration must be given to the fact they were all ninth grade students performing on a sixth grade level at the time of the testing (or already at a remedial level).

The spelling subtest scores (see Table 10) revealed that students enrolled at Westlake Junior High School Center had made considerable growth during the year but, again, the small number of students who took both the pre- and post-test hampers any judgment. Kennedy Junior High Center students' scores showed growth in spelling as did the scores of students attending Central Junior High School Center. Valley Junior High School Center students, however, showed a negative growth for their three months of operation.

The arithmetic subtest scores as reported in Table 11 showed a less than "normal" rate of growth for students at Kennedy Junior and Valley Junior High School Centers. Westlake Junior High School students showed better than average growth and Central Junior High School students

Table 10

Results of the Spelling Subtest of the Wide Range Achievement Test for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

School Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=8)	6.75	5.4	6.02	0.62
Westlake Jr. (n=2)	3.00	4.05	5.25	1.20
Central Jr. (n=6)	3.00	7.31	7.65	0.34
Valley Jr. (n=10)	3.00	6.20	5.75	-0.45
Average	4.15	6.04	6.23	0.19

Table 11

Results of the Arithmetic Subtest of the Wide Range Achievement Test for Junior High School Students Enrolled in the Diversified Satellites Occupations Program, 1970-1971

School Center	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n= 8)	6.75	4.96	5.48	0.52
Westlake Jr. (n=2)	3.00	3.60	4.10	0.50
Central Jr. (n=6)	3.00	6.36	5.95	-0.41
Valley Jr. (n=10)	3.00	4.67	4.87	0.20
Average	4.15	5.07	5.26	0.19

exhibited a negative score. The overall average was an increase of approximately two months in slightly over four months between the pre-test and post-test.

The summary of results for all junior high school students is in Table 12. As indicated by these results, progress was made in all of the academic areas; however, the progress was not at the standardized norms rate of growth made by the average student. Since it becomes increasingly difficult to evaluate a student's rate of growth who is functioning at or below the level of remediation for his grade level, interpretation of these results should be viewed with caution.

In summary, the following conclusions were made relative to the academic growth of students enrolled in the Diversified Satellite Occupations Program:

1. The senior high school students made greater academic growth than did the junior high school students enrolled in DSOP.

2. The subject area having the greatest growth for both junior and senior high school students was arithmetic.

3. Academic growth was relatively well distributed at the junior high school level but more varied at the senior high level.

4. Senior high school students at the Central Center made high gains in both mathematics and reading while the Eastern Center made similar gains in spelling.

Table 12

Summary of Results of the Wide Range Achievement Test for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Source	Mean Difference in Months between Pre-test & Post-test	Grade Level Score (Pre-test)	Grade Level Score (Post-test)	Grade Level Score Growth (Post-test minus Pre-test)
Reading	4.15	6.70	6.88	0.18
Spelling	4.15	6.04	6.23	0.19
Arithmetic	4.15	5.07	5.26	0.19
Average	4.15	5.93	6.12	0.19

5. Kennedy and Westlake Junior High Schools reported greater growth in all areas than did the Central and Valley Junior High Schools.

6. Senior high school students participating in the program conducted at the Western Center showed the least academic benefit of all senior high school students enrolled in the Diversified Satellite Occupations Program.

Measurement of Attitude

To assess measurement regarding changes of behavior noted in the students enrolled in the Diversified Satellite Occupations Program, the Demos "D" Scale (DDS) was administered to each pupil as he/she entered the program and again at the completion of the school year.

The DDS yields subtests as follows:

1. Total score--most important datum. The examiner can interpret probabilities of identifying potential dropouts.

2. T basic area--deals with attitudes toward teachers, counselors and administrators.

3. E basic area--deals with the attitudes toward education, training, and college.

4. P basic area--deals with attitudes toward peers and parents.

5. S basic area--deals with attitudes toward school behavior.

The basic area scores related to probabilities for dropping out of school are as follows:

Sub-test	little	some	even	strong	very strong
Composite	0-20	21-40	41-60	61-80	81-145
T	0-5	6-15	16-25	26-35	36-50
E	0-5	6-15	16-25	26-35	36-45
D	0-5	6-15	16-25	16-20	21-25
S	0-5	6-15	16-25	16-20	21-25

The results of the test were tabulated and placed in frequency distributions.

Composite scores were placed in Table 13. Gains were evident by students at the Eastern Center and to a lesser degree at the Central Center. At each of these Centers the propensity toward dropping out of school was decreased. The Western Center students increased their probabilities toward high numbers of dropouts. The overall decrease averaged 3.94 during 3.58 months between pre- and post-testing.

The "T" subtest (Table 14) concerned with attitudes toward teachers, counselors, and administrators decreased over four points by the students at the Eastern Center. This decrease changed the group status from strong probability to an even probability for dropping out of school. All of the Centers effected a decrease in the negative attitudes considered in the T score.

No significant changes between pre- and post-test results were noted on the "E" subtest (Table 15) where scores remained relatively equal with no single Center achieving a greater variation than plus or minus .94. In this particular

Table 13

Results of the Composite Score of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Composite Score (Pre-test)	Composite Score (Post-test)	Composite Score Growth (Post-test minus Pre-test)
Western (n=15)	2.87	75.33	77.80	2.47
Central (n=28)	4.03	74.42	73.37	-1.05
Eastern (n=64)	3.54	73.95	68.39	-5.56
Average (n=107)	3.58	74.27	70.33	-3.94

Table 14

Results of the "T" Score of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Total "T" Score (Pre-test)	Total "T" Score (Post-test)	Total "T" Score Growth (Post-test minus Pre-test)
Western (n=15)	2.87	27.93	27.06	-0.87
Central (n=28)	4.03	28.07	26.79	-1.28
Eastern (n=64)	3.54	28.03	23.63	-4.40
Average (n=107)	3.58	27.99	24.93	-3.06

subtest none of the Centers was dealing with greater than even probabilities of dropping out of school.

In the "P" subtest (Table 16), all Centers effected a decrease in attitudes concerning peers and parents with the students at the Western Center achieving the greatest decrease, 1.19. In this subtest all of the Centers' scores in both the pre-test and post-test were within the limits of even probability for dropping out of school.

In the "S" subtest (Table 17) students at the Central and Eastern Centers showed positive changes in school behavior while scores of the students at the Western Center showed an increase in their tendency toward dropping out of school. This increased score by the Western Center students concerning their school behavior attitude moved them toward the lower limits of strong probability for dropping out of school. The other two Centers stayed well within the even probabilities category.

In the results for all high school students enrolled in the Diversified Satellite Occupations Program (Table 18) the area of greatest decrease in scores was in the composite subtest, closely followed by the T subtest. As was indicated earlier, the author of the DDS reports that the composite score is the most important datum obtained from the test. The effect of the overall decrease in test scores reduces the likelihood of dropout for the students in the DSOP program even though it remains a "strong probability" with a statistical reference of 70 chances in 100 of dropping out.

Table 15

Results of the "E" Score of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	"E" Score Score (Pre-test)	"E" Score Score (Post-test)	Score Growth (Post-test minus Pre-test)
Western (n=15)	2.87	20.73	21.67	0.94
Central (n=28)	4.03	19.57	20.22	0.65
Eastern (n=64)	3.54	18.78	18.31	-0.47
Average (n=107)	3.58	19.36	19.28	-0.08

Table 16

Results of the "P" Score of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Total "P" Score (Pre-test)	Total "P" Score (Post-test)	Total "P" Score Growth (Post-test minus Pre-test)
Western (n=15)	2.87	14.06	12.87	-1.19
Central (n=28)	4.03	13.82	13.07	-0.75
Eastern (n= 64)	3.54	13.79	13.71	-0.08
Average (n=107)	3.58	13.84	13.44	-0.40

Table 17

Results of the "S" Score of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Total "S" Score (Pre-test)	Total "S" Score (Post-test)	Total "S" Score Growth (Post-test minus Pre-test)
Western (n=15)	2.87	12.60	14.67	2.07
Central (n=28)	4.03	13.00	12.64	-0.36
Eastern (n=64)	3.54	13.20	12.56	-0.64
Average (n=107)	3.58	13.07	12.88	-0.19

Table 18

Summary of Results of the Demos "D" Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Subtests	Mean Difference in Months between Pre-test & Post-test	Total Score (Pre-test)	Total Score (Post-test)	Total Score Growth (Post-test minus Pre-test)
Total (Composite)	3.58	74.27	70.33	-3.94
T	3.58	27.99	24.93	-3.06
E	3.58	19.36	19.28	-0.08
P	3.58	13.84	13.44	-0.40
S	3.58	13.07	12.88	-0.19

The decrease of a negative attitude toward teachers, counselors, and administrators is encouraging. This decrease indicated a categorical change from strong probability to even probability for dropping out of school.

Results of the composite score of the junior high school centers (Table 19) revealed highly fluctuating scores. This was particularly true of scores of students at Kennedy Junior High School. Considering the increase at that school of 13.33 points, the probability for those students dropping out of school increased from approximately 70 chances in 100 to almost 90 chances in 100. The other junior high schools did decrease their scores with Westlake Junior High showing the most improvement.

The "T" subtest (Table 20) results were similar to the composite scores. Kennedy Junior High School students increased negative attitudes toward teachers, counselors and administrators, while test results for Westlake and Valley Junior High School students showed small to moderate improvement.

The "E" subtest (Table 21) measured attitudes toward education, training, and college. Kennedy Junior High School students' scores indicated negative gains while both Westlake and Valley Junior High School students recorded positive gains.

"P" subtest scores are recorded in Table 22. The most notable gains in change of student attitudes toward

Table 19

Results of the Composite Score of the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Total Comp. Score (Pre-test)	Total Comp. Score (Post-test)	Total Composite Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.33	67.11	80.44	13.33
Westlake Jr. (n=5)	2.6	79.60	71.40	-8.20
Valley Jr. (n=11)	3.0	74.45	74.81	-0.64
Average (n=25)	4.12	73.28	76.16	2.88

Table 20

Results of the "T" Score of the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Total "T" Score (Pre-test)	Total "T" Score (Post-test)	Total "T" Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.33	26.00	30.55	4.55
Westlake Jr. (n=5)	2.6	29.80	25.80	-4.00
Valley Jr. (n=11)	3.0	27.54	29.00	-1.46
Average (n=25)	4.12	27.80	28.92	1.22

Table 21

Results of the "E" Score of the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Total "E" Score (Pre-test)	Total "E" Score (Post-test)	Total "E" Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.33	16.55	21.44	4.89
Westlake Jr. (n=5)	2.6	20.80	19.60	-1.20
Valley Jr. (n=11)	3.0	18.36	19.09	-1.46
Average (n=25)	4.12	18.20	20.04	1.84

Table 22

Results of the "P" Score on the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Total "P" Score (Pre-test)	Total "P" Score (Post-test)	Total "P" Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.33	13.44	15.33	1.89
Westlake Jr. (n=5)	2.6	15.20	14.20	-1.00
Valley Jr. (n=11)	3.0	16.81	14.36	-2.45
Average (n=25)	4.12	15.40	14.68	-0.72

peers and parents were made at Valley Junior High School. Westlake Junior High School students also made gains. Kennedy Junior High School students, however, showed a negative rating, thus increasing the probability of dropping out of school as a result of negative attitude.

On the "S" subtest the most impressive gains were made at Westlake Junior High School (see Table 23). Both Kennedy and Valley Junior High School students made negative gains.

Average gains for junior high school students (Table 24) generally indicated little, if any, changes made in the students' attitudes toward any of the subtest areas. The only subtest showing gains was in the "P" subtest which evaluated attitudes toward peers and parents. This gain, however, was small (-.72).

In summary, the following conclusions were made relative to the attitude changes of students enrolled in the Diversified Satellite Occupations Program:

1. High school students scored considerably better than did junior high school students regarding improvement of students' attitudes toward dropping out of school.

2. Scores of the Eastern Center students would indicate the greatest overall improvement in students' attitudes toward dropping out of school.

3. Of the three high school centers, the Western Center, with the exception of the P subtest, was the least

Table 23

Results of the "S" Score of the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Total "S" Score (Pre-test)	Total "S" Score (Post-test)	Total "S" Score Growth (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.33	10.88	13.11	2.23
Westlake Jr. (n=5)	2.6	13.80	11.80	-2.00
Valley Jr. (n=11)	3.0	11.81	12.18	0.37
Average (n=15)	4.12	11.32	12.44	1.12

Table 24

Summary of Results of the Demos "D" Scale for Junior High School Students Enrolled in the Diversified Satellites Occupations Program, 1970-1971

Subtests	Mean Difference in Months between Pre-test & Post-test	Total Score (Pre-test)	Total Score (Post-test)	Total Score Growth (Post-test minus Pre-test)
Total (Composite)	4.12	73.28	76.16	2.88
T	4.12	27.8	28.92	1.22
E	4.12	18.2	20.04	1.84
P	4.12	15.40	14.68	-0.72
S	4.12	11.32	12.44	1.12

effective in modifying students' attitudes toward dropping out of school.

4. The Kennedy Junior High School Center had the least degree of success in changing students' attitudes toward dropping out compared with the other junior high schools.

5. Among the junior high schools, Westlake Junior High School Center seemed to effect the most positive change in student behavior toward dropping out of school.

Measurement of Anxiety

The project hypothesis, that a strong academic program tends to increase the level of anxiety at which a student performs and that by providing a suitable, relevant and meaningful curriculum based on a student's needs and interests would reduce that level of anxiety, was evaluated. The use of the IPAT Anxiety Scale was used to measure the difference, in levels of anxiety, between entry into the program and the end of the school year. The total score, which is a combination of five factors (i.e., self sentiment development, ego strength, protension or paranoid trend, guilt proneness, and ergic tension) was used as a general evaluation for all cases as was the two subtests.

1. Self-Sentiment Development (Q_3)--This factor measures the degree of motivation to integrate the individual's behavior about approved and socially accepted standards.

2. Ego Weakness, C(-)--This factor represents the concept of an insecure ego, with many ego defenses. It is hypothesized that a high anxiety tension produces some regression and prevents normal growth of ego strength.

The test was administered shortly after enrollment into the program and at the completion of the school year. The results in STEN scores were tabulated and interpreted separately. An interpretation of STEN score values is indicated below:

STEN	Interpretation	
10	Very high anxiety	Anxiety neurotic score. In need of counseling or psychotherapy.
9	High anxiety	
8	Average neurotic score	
7	Neurotics of lower anxiety	Essentially normal as far as anxiety is concerned.
6		
5		
4		
3	Possibly sluggish and under motivated	Able to tolerate occupations with many recurring crises and stresses.
2		
1		

A STEN score of one, two or three would indicate sluggishness or lack of motivation. A score of four, five, six, or seven indicates a normal degree of anxiety and includes characteristics of a person who could be a typical anxiety neurotic. Scores of eight, nine or ten reveal a

person definitely needing help either for amelioration of a situation or in terms of counseling or psychotherapy.

The results of the Self-Sentiment Development Subtest (Q_3) for high school students (Table 25) indicated little change in the comparison of pre- and post-test scores, although a slight trend was toward a decreasing level of anxiety. In the Ego Weakness Subtest C(-), for senior high school students (Table 26), there seemed to be little change except at the Central Center where the students scored a slight increase in the level of anxiety. The increase was not great, but did indicate an increase of neurotic level of anxiety among those students at the Central Center. The other two centers showed a slight decrease from pre- to post-testing. When comparing pre- and post-tests on the total score of the IPAT (Table 27), of students attending the Central Center had a higher post-test score of .65 while the other two centers indicated a slight improvement in the level of anxiety.

The results of the three scores on the IPAT are shown in Table 28. The scores indicate very little change was made regarding the decreasing of anxiety. The Self-Sentiment concept had the greatest improvement (-0.22), but even this change was small.

The Self-Sentiment Development (Q_3) Subtest for junior high school students, reported in Table 29, showed a considerable decrease in students' anxiety at the Kennedy

Table 25

Results of the Self-Sentiment Development Subtest (Q_3) of the IPAT Anxiety Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Western (n=10)	3.00	6.30	5.90	-0.40
Central (n=17)	4.47	6.35	6.35	0.00
Eastern (n=42)	4.26	5.93	5.67	-0.26
Average (n=69)	4.13	5.96	5.74	-0.22

Table 26

Results of the Ego Weakness C(-) Subtest of the IPAT Anxiety Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Western (n=10)	3.00	7.80	7.10	-0.70
Central (n=17)	4.47	7.59	8.18	0.59
Eastern (n=42)	4.26	7.57	7.47	-0.10
Average (n=69)	4.13	7.61	7.58	-0.03

Table 27

Results of the Total Score of the IPAT Anxiety Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Western (n=10)	3.0	6.60	6.20	-0.40
Central (n=17)	4.47	6.47	7.12	0.65
Eastern (n=42)	4.26	6.33	6.19	-0.14
Average (n=69)	4.13	6.41	6.42	0.01

Table 28

Summary of Results of the IPAT Anxiety Scale for Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Subtest	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Self Sentiment (Q_3) (n=69)	4.13	5.96	5.74	-0.22
Ego Weakness C(-) (n=69)	4.13	7.61	7.59	-0.02
Total Score (n=69)	4.13	6.41	6.42	0.01

Table 29

Results of the Self Sentiment Development Subtest (Q_3) of the IPAT Anxiety Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.00	6.22	5.00	-1.22
Central Jr. (n=3)	3.00	5.00	5.33	0.33
Valley Jr. (n=11)	3.00	7.00	6.91	-0.09
Brockbank Jr. (n=9)	2.78	5.00	5.44	0.44
Average (n=32)	3.78	6.03	5.81	-0.22

Junior High School Center. This decrease classifies these students within a normal range for the level at which their anxiety has become bound in socially approved structures and habits. The other junior high school centers made relatively little change. The overall average for the junior high school program indicated a trend toward decreased anxiety level on the self sentiment subtest.

On the Ego Weakness Subtest, C(-), Table 30, the students at Kennedy Junior High School were the only group that showed a downward trend even though it should be considered minimal. The Central Junior High School students enrolled in the program increased considerably, to the point where psychological help should be recommended. The scores on both pre- and post-tests suggest that many of the students in the junior high school program exhibited high anxiety on the Ego Weakness Subtest. This generalized characteristic could merit careful reexamination inasmuch as the similarity is consistent on both the pre- and post-testing.

The Total Score (Table 31), for students enrolled at the junior high school program, indicates a general decreasing trend as previously indicated on the five factors considered in the total score. The students at Central Junior High School made an increase in score, but still remained in the normal range. The overall score on the Total Score of the IPAT for junior high school students indicated a positive downward trend.

Table 30

Results of the Ego Weakness Subtest of the IPAT Anxiety Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.00	7.22	7.11	-0.11
Central Jr. (n=3)	3.00	7.33	8.66	1.33
Valley Jr. (n=11)	3.00	7.82	8.20	0.38
Brockbank Jr. (n=9)	2.78	7.00	7.11	0.11
Average (n=32)	3.78	7.38	7.63	0.25

Table 31

Results of the Total Score of the IPAT Anxiety Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Kennedy Jr. (n=9)	6.00	7.78	6.89	-1.89
Central Jr. (n=3)	3.00	5.67	7.00	1.33
Valley Jr. (n=11)	3.00	7.82	7.45	-0.37
Brockbank Jr. (n=9)	2.78	6.56	6.00	-0.56
Average (n=32)	3.78	7.25	6.88	-0.37

On the results of the IPAT Anxiety Scale for junior high school students (Table 32), there was a variation of scores. On both the Self Sentiment and the Total Score there was a decrease in the level of anxiety while the Ego Weakness subtest had a slightly higher score. All of these scores are generally within normal limits and may not be considered a direct benefit from the program.

In summary, the following conclusions were made relative to the Anxiety Scale Measurement of students enrolled in the Diversified Satellite Occupations Program:

1. The students at the Eastern and Western Senior High School Centers exhibited a generally decreasing score regarding the level of anxiety at which they performed while the Central High School Center students actually increased their anxiety level. This was particularly evident in the Ego Weakness subtest where the students at the Central Center scored 8.18 on the post-test. This score should be considered extreme in that approximately 82 percent of the population would score lower than that score.

2. The overall scores for the three tests would indicate little, if any, changes in the level of anxiety at performance intervals.

3. At the junior high school centers, the students' scores at Kennedy Junior High School indicated a consistent downward trend of anxiety on all of the subtests while the Central Junior High School students reflected a consistent

Table 32

Summary of Results of the IPAT Anxiety Scale for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Subtest	Mean Difference in Months between Pre-test & Post-test	Mean Score (Pre-test)	Mean Score (Post-test)	Score Difference (Post-test minus Pre-test)
Self-Sentiment (Q_3) (n=32)	3.78	6.03	5.81	-0.22
Ego Weakness C(-) (n=32)	3.78	7.38	7.63	0.25
Total Score (n=32)	3.78	7.25	6.88	-0.37

increase of anxiety on the three tests. This consideration should receive particular attention on the Ego Weakness sub-test where Central Junior High School students scored 8.66, a score which indicates high anxiety and need of special counseling or psychotherapy. This set of scores should justify additional consideration where possible.

4. The scores relative to the IPAT Anxiety Scale indicate that the Diversified Satellite Occupations Program had a modest impact on decreasing the anxiety level of participants.

Measurement of Attendance

To assess the attendance pattern of students enrolled in the Diversified Satellite Occupations Program, the attendance pattern for the previous school year, 1969-1970, was compared with the attendance record of 1970-1971.

Attendance records of students in the senior high school centers is recorded in Table 33. Examination of these data reveals an increased attendance on the part of students enrolled in each center. The overall increase was 8.87 percent with Central and Western students with 10.25 and 10.52 percent improvement, and with Eastern students' attendance improving by over 7 percent. It should be noted that although the Eastern Center students had a lesser percentage of change, their regular school attendance (88.25 percent) was the highest of the three high school centers.

Table 33

Results of the Attendance Pattern of Senior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Vocational Center	Percentage of Attendance 1969-1970	Percentage of Attendance 1970-1971	Percentage Difference in Attendance (1970-71 minus 1969-70)
Central (n=21)	61.40	71.65	10.25
Western (n=21)	68.39	78.91	10.52
Eastern (n=37)	81.83	88.85	7.02
Total (n=79)	74.01	82.88	8.87

Considerable variation can be noted in the attendance pattern of junior high school students (see Table 34). Kearns Junior High School students increased their attendance from 1969-1970 to 1970-1971 by 12.31 percent. The Kennedy Junior High School students showed a very slight positive gain but the attendance of other junior high school students enrolled in the program was lower in percentage during the year they participated in the DSOP program than in the previous year. The attendance of students in Central Junior High School was the lowest of all junior high schools in the program and their negative gain of -5.60 percent also showed the least improvement.

Overall, the attendance of students in the junior high school program decreased .54 percent during the DSOP experience.

In summary, the following conclusions were reached relative to the attendance pattern of students enrolled in the Diversified Satellite Occupations Program:

1. The high school students made greater gains relative to attendance than did junior high school students.

2. The students at the Western Center made the greatest gain of any senior high school center in the program.

3. A decrease in attendance was reported for junior high school students enrolled in the Diversified Satellite Occupations Program.

Table 34

Results of the Attendance Pattern for Junior High School Students Enrolled in the Diversified Satellite Occupations Program, 1970-1971

Junior High School Center	Percentage of Attendance 1969-1970	Percentage of Attendance 1970-1971	Percentage Difference in Attendance (1970-1971 minus 1969-1970)
Kearns Jr. (n=11)	72.69	85.00	12.31
Westlake Jr. (n=11)	88.51	83.02	-5.49
Kennedy Jr. (n=8)	86.67	87.04	0.37
Brockbank Jr. (n=15)	88.85	84.95	-3.90
Valley Jr. (n=15)	85.19	82.84	-2.35
Central Jr. (n=13)	75.73	70.13	-5.60
Total (n=73)	83.56	83.02	-0.54

4. A decrease in attendance was reported for junior high school students enrolled in the Diversified Satellite Occupations Program.

5. The students in the Kearns Junior High School program had the highest increase in school attendance in the entire program, including both senior and junior high schools.

6. Students in four of the six junior high school programs decreased in attendance during the year in the DSOP program when compared with their attendance the previous year.

SUMMARY OF CONCLUSIONS

Following the first year of operation of the Diversified Satellite Occupations Program in the Granite School District, the following conclusions seem appropriate:

1. The students and parents favor the program and support the staff and administration in organizing and operating the program.

2. The program was more successful at the senior high school level than it was at the junior high school level. This conclusion is a result of the changes made in attendance, attitudes which lead to dropping out of school, and general academic growth. One possible reason for the lesser degree of success at the junior high school level could have been that the program was not full time as it was

at the senior high school level. Another possibility was that the vocational orientation and channeled academic training toward job selection was not readily applicable to the world of work at the junior high school level as it was the senior high school level where the students were able to be employed for their training. Measurable gains made in academic growth were particularly evident at the senior high school level.

3. The Central and Eastern High School Centers were more effective than was the Western High School Center in meeting the project objectives.

4. In a comparison of the junior high school centers, there were no overall differences between the various centers in regards to the success of the program.

5. Although a general decreasing trend was noted relative to the anxiety level of participants, there was evidence of a need for therapeutic counseling for a number of the students enrolled in the program.

RECOMMENDATIONS

As a result of the evaluation, the following recommendations are given:

1. The testing program used for evaluation should be more consistent and uniform among the different schools.

2. A control group should be established so that comparative analysis can be made between the experimental and control groups.

3. The objectives of the program should be organized into behavioral terms so that future evaluations can be made on a more objective level.

4. Communication patterns between the project staff and parents should be strengthened and better parental involvement procedures developed.

5. The junior high school program needs some reorganization and/or revision which will more clearly define progress and goals to be accomplished.

6. The program has shown considerable promise and it is therefore recommended that it be continued for another year.

APPENDIX

OPEN-ENDED QUESTIONS

Please comment on any/all of the following ingredients of the DSOP program. Feel free to offer suggestions whenever applicable.

	Students	Parents	Professionals	Total
1. Teachers				
a. Teachers are excellent	7	10		18
b. Very understanding	9	3		12
c. Show more interest than teachers in regular schools.	4	4		8
d. I like the teachers	4	1		5
e. Dedicated and conscientious		1	3	4
f. Quite strict	3			3
g. Should be younger			3	3
h. Interested in students		2		2
i. Superior		2		2
j. Need more background			2	2
2. General improvements, if any, in students.				
a. Good improvement	6	10		15
b. Attitude has improved	1	7	3	11
c. Likes school better	4	6	1	11
d. Attendance has improved	1	7	1	9
e. Improvement very noticeable			4	4

		Students	Parents	Professionals	Total
f.	More self respect	1	2	1	4
g.	More self confidence	1	2	1	4
h.	Pretty good	3			3
i.	Better acceptance of responsibility	1	2		3
j.	Haven't seen much change			3	3
3.	Amount of learning having taken place in students.				
a.	Learned a lot	9	10	1	20
b.	More than in a regular school	6	3		9
c.	Not very much	3	1	3	7
d.	Positive results in attitude			6	6
e.	None			3	3
f.	Difficult to measure			3	3
g.	Little academic learning			3	3
4.	Scheduling				
a.	Good	12	11		23
b.	Excellent	7	1	2	10
c.	Satisfactory		3	6	9
d.	The flexibility works better than rigid schedules	2	1		3
e.	Periods too long			3	3
f.	More teacher time available to students is needed			2	2

	Students	Parents	Professionals	Total
5. Facilities				
a. Good	13	6	3	22
b. They could be better	2	12	5	19
c. Each center should have a separate building			3	3
d. Too large a room for so few students			2	2
e. Should have classes some place besides in an elementary school		2	1	3

APPENDIX B

QUALITATIVE APPRAISAL OF THE DSOP RELATIVE TO THE PSYCHOLOGICAL DEVELOPMENT OF PARTICIPATING STUDENTS

by

Philip E. Rusk
District Psychometrist

QUALITATIVE APPRAISAL OF THE DIVERSIFIED SATELLITE PROGRAM RELATIVE TO THE PSYCHOLOGICAL DEVELOPMENT OF PARTICIPATING STUDENTS

by Philip E. Rusk
District Psychometrist

Most if not all students participating in the Diversified Satellite Occupation Program manifested important disturbances in apperception and personality ego defenses which acted as barriers to their own development of internal motivational systems necessary to make progressive steps either educationally, socially, or vocationally. These difficulties range from mild personality decompensation through more severe disorganization, impaired judgment, and reality testing ability to disruptive social characterologic defenses, and actual character disorders. The teachers, counselors, and other personnel involved in the DSOP program planning recognize the premise that the adolescent is a changing personality and in order for his emotional growth to proceed in a natural and spontaneous way, it is necessary that the young adult receive affection, understanding, security, and discipline and at the same time be stimulated by achievement and social acceptance. Teachers, therefore, attempt to attentuate the negative factors which preclude healthy progressive personality development and acquisition of a motivational system commensurate to social reward and personal satisfaction. The staff has geared this program to the child's needs, strivings, and growth tendencies in a social and cultural matrix; therefore, the fundamental objective has been to provide support and even some reorganization of individual personality patterns including an improved emotional adjustment.

In another area of maladaptation, there were adolescents who experienced transient stiuational difficulties of the adolescent period. Here the adolescent has reacted to a situation with confusion, apprehension, and undesirable behavior because he did not understand the chain of circumstances that had produced his present symptoms, i.e., phobic reactions, exaggerated denial and acting-out. Albeit, even with simple problems, there must usually be a reorganization and/or modification of emotional attitudes and patterns of reaction. To secure this the student must not only have wholesome compensations and outlets but through an acceptably gratifying, and therefore, therapeutic, relationship with his teacher, counselors, et. al. gain a stimulus toward new ways of feeling . . . for example, to change and to grow.

By far the most common pattern of individual emotional difficulty involved characterologic difficulties whether part

of an emerging syndrome of actual character disorder or of a more transient nature. I have observed certain factors or characteristics that were common to these individuals: poor or weak self-critical capacity, impulsivity, poor control of impulses and inability to bind tension in socially acceptable and personally satisfying ways, poor control of incoming stimuli, uncontrolled acting-out of hostility, inability to pursue goals in any meaningful or sustained way, poor relationships with adults, impoverished, or nonexistent relationships with peers, (distorted and sometimes alienated toward them and characterized by demanding jealousy and frequent scapegoating) primitive social techniques including automatic denial, transparently insincere and very clumsy efforts toward ingratiation, flight, and direct oppositionalism. Of some 82 cases reviewed and/or tested individually by me, some 38 showed marked improvement, a further 27 additional showed a slight degree of improvement especially in variables involving impulse control and attenuation of protensive-projection ego defenses. The remaining number showed no appreciable improvement, or their behavior vacillated so sporadically that any attempt to qualitatively analyze improvement was made impossible.

From a psychodynamic standpoint, the kind of controls offered by the various DSOP Centers and classes consisted of clear, unambiguous structure where demands were simple and of a definitely concrete action nature. There was no insistence initially on conformity although gradually as the academic year progressed, such conformity became imposed upon students depending upon their readiness, ego-strength, and ability to test reality in more nonapperceptively distorted ways. I feel a most important variable in the attitude of the teachers and counselors involved in the DSOP program has been their focusing not on the specific behavior of the adolescents but on the cause giving rise to various symptoms that were maladaptive. In so-doing, supportive constructive human relationships have been nurtured. Personal attention, interest, recognition, credit and reward were important tools in alleviating apperceptive distortion and have been used by all teachers extensively. At the same time, there was no encouragement of extreme dependency because such excessive demands could usually not be met by the teacher or counselor. On an individual basis, extended psychodiagnostic sessions combined with supportive and interpretative analysis centered upon four variables. First, an awareness to make the adolescent conscious of his own responses; second, to perceive and eventually predict responses in other people around them in their life-space; third, the impact of the student upon his own peers; and fourth, specific behavior techniques that the student could deal with (after the psychological session) with his total life-space.

Constant clarification of the meaning of the specific

behavioral acts of the student was quite necessary during all sessions . . . both his and those of important figures in his own environment. Observed in all scholls were definite limitations on aggressive-hostile expressions, especially those that were disruptive and promoted decay in progressive group dynamics. I have been impressed by one very outstanding characteristic of the successful approaches of most teachers in the DSOP program and that is their own sensitivity to evidences of tension in their students and their concordant simplification of demands and removal of often superfluous pressures during these tension periods. Furthermore, teachers began to become extremely skilled in spotting the students' various attempts to self-control and self-responsibility by immediate rewards, whether it be intrinsically or extrinsic in nature. In several of the more seriously disturbed cases, counselors, teachers, and other staff members planned to locate and identify specific opportunities for these students to do something for others and feel a subsequent immediate reward through both warm approval, acceptance, and nurturance and also at times through more concrete material reinforcements.

Consistency and nonthreatening controls provided a structure of clarity, concreteness and understandability. In each case, teachers would communicate concern rather than threat, thus encouraging the enhancement of positive identifications with strong adult authority figures. The eventual channeling of some of the ergic tensions of the various students into vocational and academic pursuits has proceeded slowly but quite consistently in a positive way where greater reliance upon the individuals development of internal motivation toward planned goals could be consummated.

A word must be said about the nonverbal bases and modes of communication and the ability of teachers to empathize on these bases and utilize such nonverbal modes in conveying nurturance and guidance. All teachers definitely made improvement in this particular area and particularly in their skill and ability to act promptly and appropriately to provide controls and to make immediate definitive decisions that were positive and promotional to personality progression rather than fixation. In individual sessions with the various teachers, considerable stress was placed on understanding the dependency needs underlying the affectual distance that most all of the students showed in their relationships to others. The emotional availability of the individual teacher to their students was absolutely essential in the general efficacy of all treatment approaches to the various problems of students enrolled in the DSOP program. Stress on current interpersonal feelings and techniques for staying out of trouble rather than emphasizing past history and dynamics for their behavior became an important theoretical model to work by. As a result, attendance and participation in group social interaction increased tremendously and maintained a high level in comparison to previous maladaptive

social interaction that most students had shown while in regular school. Eventually, I observed that most pupils came to one important conclusion concerning their own behavior as it relates to others . . . that someone, i.e., teacher or counselor, can and will control him in a way that is not rejective. This external structure was well defined with penalties for unacceptable behavior also well defined. Of those students who obtained employment as part of the DSOP program, superficial interpersonal skills were considered by teachers as helpful to the student in finding employment . . . these skills were used in a way that has been rewarding to the student but nondestructive to others.

In most instances the anxiety reactions on the parts of most students upon going to school is based upon some form of separation anxiety or displaced hostile-aggressive oppositionalism to authority. From a therapeutic standpoint, the regimen that has been to direct the prompt return of the student to the DSOP school program and the maintenance of his attendance on a consistent basis thereafter. With this premise, the program has a high chance of success, particularly with younger adolescents. Although each student cannot, of course, develop beyond the limits of his constitutional potentialities, it has been the aim of the therapeutic measures employed by the DSOP staff to reduce or remove his crippling and emotional difficulties and to aid him in reorganizing those emotional attitudes and patterns of reaction that have been governing his personality function. In this way growth of his personality toward new and spontaneously satisfying patterns has been made possible. A growth promoting relationship, therefore, had to be substituted for the previous ones that produced insecurity, threat, abnormal aggression or hostility and that reinforced infantilization and prevented growth in the direction of self-reliance and social maturity. This therapeutic approach has been actually a gradual one but from a qualitative standpoint has been extremely successful.

APPENDIX C

ELEMENTARY SCHOOL VOCATION PACKET OUTLINE

A GUIDE TO LAW ENFORCEMENT

128

A GUIDE TO LAW ENFORCEMENT

- to acquaint young students with what skills might be involved in being a law enforcement officer; and

- to clarify related school activities.

Packet includes segments on:

1. Patrol and uniformed officers
2. Detective Bureau
3. Youth Protection Division
4. F. B. I.
5. Canine Corps
6. Training

A filmstrip on each segment of law enforcement was produced employing every technique available to make them unique and interesting. Many personal interviews with people involved in the occupation with statements by them in their own words are incorporated into the taped script. Also sound effects and intermittent music is used in the script. Care was taken to have the script move well and be cleverly written with a unique approach to the subject, while still being factual and containing the necessary information. It was felt that a combination of animations and realistic slides, meshed smoothly together, would be the best visual media in gaining the initial attention of the student. Written scripts and cassette tapes are included.

Actual objects to see and touch that might be pertinent to the occupation have been included. As an example, the segment on the F.B.I. contains a few fingerprint kits with instructions on their use.

A general guide for the overall packet is included, listing objectives and ideas that a teacher might employ to create initial interest in the occupation.

An illustrated booklet for students is part of the packet designed as a follow-up on the initial interest generated by the filmstrip. It included names and telephone numbers of people to contact for interviews and demonstrations or possible field trips.

Many suggestions are included with the packet for creative planning on the part of the student.

APPENDIX D

NEWSPAPER ARTICLES

Deseret News, Salt Lake City, Utah
August 12, 1970

Granite Counts 780 Dropouts—'Startling'

8-12-70 Des News

GRANITE PARK — A "startling number" — 780 students — dropped out of Granite schools last year, the district's Board of Education learned Tuesday night.

At the same time, Asst. Supt. John Reed Call told of a plan being implemented this fall to retrieve the dropouts.

"With larger school enrollment, the total number of students dropping is greatly increased, which serves to dramatize the need for special programs for students who cannot successfully achieve in the typical high school structure," Call wrote in a report to the board.

The 780 students represent 5.8 per cent of the total Granite high school enrollment. Dropout percentage rates per school are: Granger, 8.40; Granite, 8.24; Kearns, 7.01; Cyprus, 6.31; Skyline, 3.81 and Olympus, 2.36.

Although Skyline and Olympus rates are lowest, Call pointed out that they are well over the previous year's percentages — 2.4 and 1.8 respectively.

"A comparison of the percentage of dropouts by school yields one consistent pattern of change. Granite, Olympus and Skyline all show an increased percentage in the number of students dropping. This appears to be correlated with the overcrowding that has occurred in these three schools awaiting the opening of Cottonwood High School (this fall).

"This is to say, that as the enrollment of the three schools increased beyond suggested capacity, the percentage of students dropping also increased. Like comparisons offer no possible clue as to a rationale for explaining the upward dropout rate at Granger High School," the report stated.

Of last year's total, 456 are male students, 324 female. Many of them — 301 — quit school during the final year. Breakdown by years shows 301 dropped as juniors, 170 as sophomores and five as ninth graders.

Heaviest incidence of dropout occurred at age 17, when 322 left. At 18, 231 quit; at 16, 195; at 15, 16; and at 19, 16, Call pointed out in the report.

He stated that about a third of the dropouts left to be married.

"Among the remaining two-thirds were dozens of students who did desire to continue in schooling, but whose personal problems or personal behavior prohibited their inclusion in the typical high school setting. It is for the latter group that special'

See DROPOUTS on Page B-3

Dropouts At Granite 'Startling'

Continued from Page B-1

programs are needed," Call stated.

He said a new program utilizing three career development centers will begin this fall. A maximum of 270 students will utilize the centers at some time during the school year.

The program, funded with $103,000 federal monies and $43,300 from the state, will put dropouts in curriculum where they will get academic and vocational training and will have a job part of the day.

Proposed now is a center mostly for girls at Upland Terrace School to provide training in clerical and secretary skills; another at Blaine School teaching graphics and photography; and a third in a rented facility in Granger, offering either small gas engine repair or woodwork.

An additional $40,000 is available for vocational training for handicapped children.

Also part of the program is special instruction three periods daily in six west side junior high schools. Principals will identify the 15 students in each school who are most probably dropouts.

These students will work three periods each day with one of three special teachers.

On the elementary level, curriculum writers will prepare units relating that age student to the world of work, Call said.

Salt Lake Tribune, Salt Lake City, Utah
November 16, 1970

Granite Skill Centers Wait Increases in Enrollment

11-16-70 Tribune

By George A. Sorensen
Tribune Suburban Editor

GRANITE PARK — Enrollment in three Skills and Career Development Centers operated by Granite School District is expected to grow next week when report cards are issued to high school students for the first term, which ended Friday.

Dr. John Reed Call, assistant superintendent, said it is characteristic for these three schools to have an enrollment increase after some students find low grades on their report cards and turn to vocational rather than academic training.

Presently there are 90 students enrolled in this program. Centers are located at the Upland Terrace School, 3700-2860 East, the Granite Media Center, 41 E. 33rd South, and in a rented facility at 3575 W. 3500 South.

The thrust on training at Upland Terrace is toward secretarial, retailing and clerical work whereby the students attend vocational classes in these fields.

The media center stresses vocational training in graphics, photography and commercial art.

Small gasoline engine repair, woodwork and related subjects will be taught at the 3500 South facility, Dr. Call said.

The students spend four periods per day at the centers. They also receive academic training in social studies, English and mathematics which are geared to show the necessity of these subjects with the vocation they are learning.

The other three periods per day are spent in job experiences when the work for them is available.

Students attend the classes from nine weeks to a full school year. Nearly all of them show a greater interest and tend to learn faster than in the regular academic classroom, Dr. Call said.

Several have been placed in jobs in the past and some have even come back to earn their high school degree through the district's adult evening high school program, Dr. Call said.

Deseret News, Salt Lake City, Utah
June 21, 1971

Dropout Rate Drops In Granite District

6-21-71 Des. News

GRANITE PARK — A sharp reduction in both the number and percent of high school students dropping out of school before graduation has been reported to the Granite Board of Education.

Dr. John Reed Call, district assistant superintendent in charge of pupil services, said 597 students — 4.44 percent of total enrollment — dropped out of the district's seven high schools during the 1970-71 school term.

During the 1969-70 term 780 students, or 5.78 percent of enrollment, dropped out of the district's six high schools. (The 1970-71 year was the first for Cottonwood High.)

Call attributed much of the reduction in dropout rate to operation of three small area vocational centers, one at Upland Terrace School, one at Blaine School and the third at 3575 W. 3500 South.

The centers enrolled 191 students of whom all but 37 were held for further schooling or graduation, Call said.

"Had additional centers and staff been available, a larger number of students would have been enrolled," he said.

During the 1970-71 term the percent of students who dropped out was 1.86 at Skyline; 1.91 at Olympus; 4.33 at Cottonwood, 5.24 at Cyprus, 5.71 at Granite, 6.20 at Granger, and 7.19 at Kearns. All these percentages (not counting Cottonwood) were lower than comparable figures for 1969-70.

Murray Eagle, Murray, Utah
August 27, 1970

New Program — 8-27-70 Murray Eagle

Vocational Training Set For Granite District

GRANGER. Dr. John Reed Call, assistant superintendent in pupil services for Granite district, explained the new vocational training program to be offered by the district this year at the monthly meeting of the Valley West Coordinating council last week at West Lake junior high.

Dr. Call explained that beginning this fall three specialized area vocational training centers will be opened. Each center will consist of a staff of three teachers, with approximately 45 students in each center. The centers are designed to serve students who have dropped from high schools, those who basically have been unable to achieve in the general high school structure.

One center will be located in a suite of rooms at Upland Terrace elementary. The instruction to be given there will cover the area of business skills in terms of training young people for secretarial work or as retail clerks for grocery and clothing stores.

A second location will be Blaine elementary, where emphasis will be placed on training in graphics, photography and media.

The third center will be located in a rented structure in the Granger area. Specialized training will be given in wood shop and gas motors.

Students will spend half a day in the centers receiving vocational training and academic training in basic subjects. The second half will see students placed in an employment situation. They will be supervised and trained in a specific area. On a supervised basis, high school credits will be granted. The goal of the special training will be gainful employment and high school graduation as the end result, according to Dr. Call.

He explained that these centers are being funded as a result of special state and federal funds which are earmarked specifically for that purpose. In no way to they relate to the present teacher negotiations, he added. The young people who will attend the classes will be screened and assigned through the district office.

Dr. Call indicated to the council that he hopes for their support in providing work experience for some of the selected young people, thus helping to assure success for the new program.

E.A.V.C.
C.A.V.C.
W.A.V.C.
BBC

E.A.V.C. C.A.V.C. W.A.V.C.

by Nancy Rieke

I've interviewed students at all three centers on what they think about their center. Almost all the students didn't have very much to say about it. To these students I have a little advice: Just sit down for ten minutes and ask yourself where you would be if there wasn't a center like this one.

Ever since I came to this center I've increased my attendence at least 60%, and raised my grades at least 2 or 3 grades. All this is due to the fact that the fact that the teachers don't condemn you if you don't get your work done or you miss a test. I think you can work a lot better when you do it on your own, because you know that there is no set time.

I know my center has done a lot for the people in it. They've gotten some of the kids jobs that would never tried.

If it weren't for this center I know that I wouldn't be doing anything, I wouldn't have a job, and I wouldn't be getting my High School Diploma.

I would like to quote a very important man; 'It's not what your country can do for you, but what you can do for your country.' Now just turn it around and put it like this; 'It's not what your school can do for you, but what you can do for your school.'

Vern Fessler

by Judy Grant

Vern Fessler was born in Evanston, Wyoming and attened Evanston High School. After graduation, he worked in construction for five years in land development work, road construction and mining. He got as good as he could in that and wanted to move on to some new endeavor, so he bought into a hotel, cafe and bar business which he managed for four years. Then he got an opportunity to work for Swift and Co., but they told him that since he didn't have a college education he would be subject to replacement by someone who did. Then in the fall of 1957 he worked his way through college as the night fountain manager at Walgreen Drug Company. Finally, completing his studies at Westminister in January of 1962 with a degree in psychology and a minor in English, he started at the University in clinical psychology. In the fall of 1963 Vern was asked to teach in Granite School District at Kearns Jr. High School and taught

Math and English for 2 years before going to Bonneville Jr. High School as a counselor for five years. Moved to his district office in January 1970.

When asked if he felt our program was fullfilling the needs of drop-outs he said "Yes!"

Counselors Comments on the School System
by Robert Stephans

Questions Asked:

1. What do you think about the present school system, which aspects should be preserved or changed?
2. What is your reaction to the Vocational Education System so far?
3. Do you think the two systems should be combined or separated?
4. What changes could be made with the Vocational system?

Counselors Answers

Mr. Fessler

High school is too large, students lack the confidence to do well in that system because they don't like meeting seven different teachers and classes a day. They sluff to escape this situation and drag their friends along with them.

Mr. Patillo

High school is a place where students can plan their future. The present day school program is fairly functional within all the limitations of the community, parents and students. The system is becoming more flexible and instituting more vocational education.

Students are getting more involved in the past, when the students show more interest. They are getting more experience in practical things.

Mrs. Romney

Junior high is too structured leaving no alternatives for the students. They are expected to sit too long, so; they drop out. It doesn't meet all the needs for all the students.

Comments by Robert Stephans

As a student I feel that most of the comments made by the counselors about the Education systems were very true. I was very surprised on how much they were down on the system and the changes needed. I feel that the changes suggested are very important. I feel that if the Vocational System hadn't been started that I wouldn't be attempting to finish High School.

Mr. Fessler
Schools need more equipment. They are learning how they can improve their curriculum using better materials and developing more valid subjects.

Mr. Patillo
The schools need more experience with teacher aids and working on job training experiences.

Mrs. Romney
Schools need more education for married students. The new approach from the Administration is to humanize the school system. They need more relevant subjects, more personal relationships, and more.

APPENDIX E

LETTERS FROM PARENTS AND STUDENTS

139

March 7, 1974

Students of the Career Development Center
Eastern Area Vocational Center

Members of the Legislature:

We would like to bring to your attention that our high school education is in jeopardy!! We are presently enrolled in the E.A.V.C. which is supported by State funds. There are approximately forty students who are presently involved in the program and contless other dropouts who will need this valuable program the next school year.

Certain factions feel that the economic situation dictates the redistribution of the funds earmarked for our use and feel that they can be better used elsewhere in the present educational system. Last year there were 800 drop-outs in the Granite School District. Presently there are approximately 100 students in the Career Development Programs, fifty-one students enrolled in the E.A.V.C.

The school concentrates more on students as individuals in lieu of being a number in a large school. The individual attention from our fine teachers aids the student in readjusting to his returning to his former school or enables him to graduate and take up a job leading to a productive life.

As the authors of this letter, we sincerely feel that we can offer a true picture of the typical student at the E.A.V.C. The students spend ½ day in academic training and the other half of the day at their on-the-job training. However, jobs are at a premium at this time and not all of the students are in a job training situation of their choice or even employed.

Without these funds, the majority of the students would be out of an education and possibly out of a job oppurtonity. We surmise through this that the majority of the students would not be able to return to their former school. Reasons being that most students could not adjust to a regular school because of personal problems at home, with themselves and past problems with schools.

We would deeply appreciate your support for the necessary funds to continue our program. We need this oppurtonity to develope our potentials as much as possible. Thank you for your valuable time.

Sincerely,

Beau Shuler
Patti McQuire
Bob Allred
Kae Lyn Ellett

Beau Shuler--- class of '71
Patti McQuire-- class of '72
Bob Allred ---- class of '72
Kae Lyn Ellett- class of '71

Best Available Copy

3333 Pierce St.
Salt Lake City
Utah. 84109.

DSOP File

31/5/1991.

FILMED FROM BEST AVAILABLE COPY

Dear Mr Nelson,

My husband and I have filled out the forms questionnaire concerning our evaluation of the D.S.O.P program that our daughter Judy was involved in this last year.

However, we will to give personal thanks to you and your staff for the fine work you have done in helping Judy obtain her high school diploma.

We feel sure that were it not for your dedication and kindness in going the extra mile as always being available, and especially the understanding that was shown in dealing with special problems, Judy would not have achieved such success.

May the program continue to help those young people who so desperately need the special kind of help that you give.

If there is anything more that we can do to help, please feel free to call on us.

Sincerely,

Peggy Grant.

Howard L Grant

FILMED FROM BEST AVAILABLE COPY

Dear Sue and Tim,

At Christmas time I meant to send you a card expressing my appreciation for all you have done for Tiesen, but the holiday was quickly gone leaving my intention unfulfilled.

Now you are leaving Sue, and I cannot let you go without telling you and Tim how grateful I am. Tiesen is very dear to me, and you have helped her immensely.

Thank you.

Mrs. Barlow